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ABSTRACT

This handbook contains activities and resources designed to help school librarians identify, analyze, and select appropriate and useful ethnic studies materials. It is presented in four major sections. Section I examines ways of defining ethnic groups, presents sample census tables showing the social characteristics of residents by race for the state and for individual counties of Colorado, and describes a telephone-directory activity to help librarians identify ethnic groups at the community level. Section II discusses sources of ethnic studies materials, different kinds of materials that are available, and the characteristics of those materials. Also included are techniques for analyzing materials in terms of reading level and soundness of content, along with a brief list of reference aids for recognizing bias. Part III contains a list of ideas for programs and ideas related to ethnic studies which librarians can implement in their schools. These include research projects, displays, poetry readings, field trips, and talent shows. Part IV provides an annotated bibliography of 72 print and nonprint ethnic studies materials for elementary and secondary school libraries. Over 70 ethnic groups are represented by the materials identified in the bibliography. (AV)

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Ethnic Studies Handbook for School Librarians

By Frances Haley, Susan Hustleby, and Regina McCormick

SE-011537

Ethnic Studies Project for School Librarians
Social Science Education Consortium, Inc.
Boulder, Colorado

1978

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Preface

In 1977 the Social Science Education Consortium was awarded a grant from the U.S. Office of Education to conduct the Ethnic Studies Project for School Librarians. This handbook, which contains activities and resources designed to help school librarians identify, analyze, and select appropriate and useful ethnic studies library materials, is a product of that project.

The major task of the project staff was to plan and conduct six two-day workshops for 120 Colorado school librarians. The workshops were held between January and May of 1978 at the SSEC facilities in Boulder, Colorado, where participants had access to the approximately 1,500 elementary- and secondary-level ethnic studies materials in the SSEC's Resource and Demonstration Center.

During the workshop sessions, participating librarians learned and practiced the skills needed to:

—develop ethnic profiles of schools and communities;

—identify print and nonprint library materials that deal with ethnic groups of interest to their schools;

—analyze the materials for soundness of ethnic content, using an analysis instrument developed by the project staff;

—develop "acquisition lists" of ethnic studies materials for possible purchase by their libraries; and

—brainstorm ideas for programs and activities about ethnic studies which could be implemented in their schools.

This handbook, which was developed by the project staff, was field tested during the workshops. The comments and suggestions of the workshop participants have been incorporated into this final edition of the guide. We hope that it will be a useful and practical resource for school librarians, not only in Colorado but in other states as well.

Irving Morrissett
Executive Director, SSEC

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Acknowledgments

Many people contributed time, energy, and thought to the planning and conduct of the Ethnic Studies Project for School Librarians and to the development and writing of this handbook. Although space limitations preclude us from giving credit to them all individually, we would like to single out the following people and groups whose contributions deserve special mention:

—the School Library Division of the Colorado Library Association, for valuable cooperation throughout the project;

—members of the project advisory board, who reviewed and critiqued the proposal for this project, helped conduct workshops, attended planning meetings, reviewed a draft of this handbook, and frequently conferred with the project staff by mail and telephone (for their names and affiliations, see page iv);

—Judith Hedstrom and Douglas Superka of the staff of the Social Science Education Consortium, for critically reviewing the *Ethnic Studies Evaluation Instrument* and offering a number of excellent suggestions for improving it;

—Cindy Ellis, project secretary, for her help in coordinating and preparing materials for the ethnic studies workshops and for preparing the typed drafts of this handbook;

—Josie Ligori, secretary for the SSEC's Resource and Demonstration Center, for her assistance in organizing display materials for the workshops; and, finally,

—the Colorado school librarians and media specialists who attended the ethnic studies workshops, many of whose suggestions and ideas are included in this final version of the handbook.

Frances Haley
Susan Hustleby
Regina McCormick

Boulder, Colorado
September 1978

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Introduction

Since the ethnic and racial confrontations of the 1960s, considerable emphasis has been placed on reducing ethnic stereotyping and prejudice among the nation's schoolchildren. Despite the money and energy invested in solving the problem, a recent study of 5,000 adolescents sponsored by the Anti-Defamation League (conducted by University of California sociologist Charles Glock and three colleagues) showed that a majority of those young people continue to adhere to religious and racial stereotypes and to display identifiable prejudices.*

While stereotypic and prejudicial behavior is perpetuated or negated by many sources within the school setting, one important source of ethnic awareness and learning is the materials—books, audiovisual products, games, etc.—which students read and use. Many past projects have focused on student materials, either through the development of new materials or the training of teachers in the use of materials. However, little attention has been directed toward improving the content of the school library and the skills of the librarian—both key factors in determining what students learn and what they believe.

The purpose of the Ethnic Studies Project for School Librarians was to meet this need by increasing the knowledge of Colorado school librarians about issues related to ethnicity in materials and by improving their skills in analyzing and selecting ethnic studies materials. By developing a greater awareness of specific ethnic studies materials, as well as of the ethnic dimensions of all materials, school librarians will be better able to advise students about reading materials and to develop resource collections which can provide classroom teachers with additional sources of ethnically sound materials for classroom use.

What Should Be Included in Ethnic Studies?

In *Understanding You and Them: Tips for Teaching About Ethnicity* (Boulder, Colorado: Social Science Education Consortium, 1976), Carlos E. Cortés presents a comprehensive rationale for including ethnic studies in the curriculum. He describes the content of ethnic studies as consisting of six general areas:

1. The root cultures from which U.S. ethnic groups have developed.
2. The U.S. experience of ethnic groups.
3. The changing cultures of ethnic groups.
4. The relations between ethnic groups and the rest of society.
5. The current situation of ethnic groups.
6. The future of ethnic groups.

Suggesting that ethnic studies should be taught in all areas of the curriculum, beginning in kindergarten and continuing through high school and college, Cortés outlines four goals for ethnic studies:

1. To help students develop basic skills.
2. To help students develop better understanding of their own backgrounds and those of other groups that compose our society.
3. To help students develop a commitment to building a better nation and a better world for all.
4. To help students develop the skills needed to build a better society.

What Concepts Are Important?

The following multiethnic teaching concepts suggested by Cortés should be kept in mind as library/media materials are reviewed and analyzed:

1. The United States as a broad geocultural entity that developed through the continuous, multidirectional flow and interplay of cultures.
2. Multiethnic perspectives on U.S. society.
3. Comparative experiences of ethnic groups.
4. Society at large, not ethnic groups, as "the problem."
5. The activities of ethnic groups—what they have *done*, not just what has been *done to* them.
6. The diversity of members of an ethnic group, not just ethnic heroes and "success stories."
7. The *experiences* of ethnic people, not just symbols of ethnic groups.
8. The interrelationships of ethnic groups with the rest of U.S. society, as well as experiences within ethnic cultures.

We believe that by combining these six general content areas, the goals for ethnic studies, and the multiethnic teaching concepts which Cortés has outlined and applying them to the selection of ethnic studies materials for school libraries, educationally sound library/media materials can be selected which reflect the ethnic composition of the

*Marge Norman, "Adolescent Bigotry," *Human Behavior* 5, no. 11 (November 1976), pp. 40–43.

community and provide an understanding of ethnicity in the United States.

How to Use This Handbook

The *Ethnic Studies Handbook* is organized into four parts in addition to this introduction.

Part 1, "Identifying Ethnic Groups," includes sample census tables showing the social characteristics of residents by race for the state and for individual counties of Colorado. Part 1 also contains a telephone-directory activity designed to help librarians identify ethnic groups at the community level, in addition to a brief discussion of other sources librarians can use to acquire data on ethnic groups at the local and neighborhood levels.

Part 2, "Identifying and Evaluating Ethnic Studies Materials," discusses sources of ethnic studies materials, the different kinds of materials that are available, and the characteristics of these materials. Also included in this section are instruments for measuring materials in terms of reading level and soundness of content, along with a brief list of reference aids for recognizing bias.

Part 3 contains a list of ideas for programs and ideas related to ethnic studies which librarians can implement in their schools. Most of these ideas were suggested by the school librarians who participated in the project workshops.

The fourth part of the handbook consists of an annotated list of bibliographies of print and nonprint ethnic studies materials for elementary and secondary school libraries. Title, author, and subject indexes are provided to facilitate the use of this list.

The last page of the handbook is an evaluation questionnaire which may be filled out and returned to the Social Science Education Consortium. Feedback obtained in this way will be used to revise and expand future editions of the handbook.

1. Identifying Ethnic Groups

Before attempting to identify ethnic groups, it is essential to establish a working definition of the term. What exactly is an ethnic group? Many people, when they think of an ethnic group, think only of the visible minorities—for example, blacks, Asian Americans, Mexican Americans, or American Indians.

The definition used throughout the Ethnic Studies Project and reflected in this handbook is a much broader one that includes many other groups as well as the visible minorities. We define an ethnic group as *any group that defines itself as such.**

That many different kinds of groups consider themselves to be ethnic groups becomes very evident as one examines ethnic studies materials. The characteristics which often are the determining factors of an ethnic group are many and varied.

One such characteristic is religion. In many ethnic studies materials, religious groups—Jewish Americans, Hutterites, the Amish—are considered ethnic groups.

National origin is the determining characteristic of other ethnic groups. Italian Americans, Russian Americans, German Americans, Irish Americans, and Hungarian Americans are only a few examples of groups which are likely to have strong cultural ties and feel kinship with one another because of their common heritage.

Geography can be a determining factor. Many ethnic studies materials treat Appalachian Americans and other regional groups of the United States as ethnic groups. Another kind of group which is often considered to be an ethnic group is a labor or work group. For example, some ethnic studies materials treat the coal miners of Pennsylvania as an ethnic group.

On the following pages are some resources and activities intended to help Colorado school librarians and media specialists identify ethnic groups at the state, county, community, and school neighborhood levels. Included are 1970 census of population data for the state and counties of Colorado, a telephone-directory activity, and a brief discussion of sources of school information about ethnic groups. Please keep in mind that although each resource and activity has limitations, if used together they will provide a fairly good indication of ethnic groups at the state, community, and school neighborhood levels.

State and County Levels

A broad picture of the ethnic composition of the state and counties of Colorado can be derived from data found in *1970 Census of Population; Vol. 1, Characteristics of the Population; Part 7, Colorado* (Washington, D.C.: U.S. Department of Commerce, Bureau of the Census, 1973).**

Table 1 (taken from Table 45, p. 137) shows the nativity, parentage, and countries of origin of white and nonwhite Colorado residents in 1960 and 1970.

Tables 2a–2f (taken from Table 119, pp. 260–265) shows the nativity, parentage, countries of origin, and mother tongues of residents of the 63 Colorado counties in 1970.

Table 1 shows social characteristics by race for the state. Out of a total population of 2,207,259, more than 97 percent of persons living in Colorado in 1970 were born in the United States; less than 3 percent were foreign-born. Of the native-born residents, 87 percent were of native parentage (second-generation Americans) and 10 percent were of foreign or mixed parentage (first-generation Americans). Table 1 also indicates the "country of origin of foreign stock." The term "foreign stock" refers to both foreign-born and first-generation Americans. According to the data on "foreign stock," the six most prominent ethnic groups in the state in 1970 were Germans, English, Russians, Mexicans, Canadians, and Italians. One limitation of these data is that they reflect the ethnic identity of only foreign-born and first-generation Americans; such information is not available for families who have lived in this country for more than two generations.

The following explanatory information about the census data was included in the volume:

General

Sample size

The statistics for 1970 . . . are based on a sample inflated to represent the total population. The sample data were obtained from the 15-percent and 5-percent sample questionnaires (see "Data Collection Procedures," below). Some items appeared on both

*Definition supplied by Mark Krug of the University of Chicago.

**Another source of information on ethnic groups in the state of Colorado is the *Statistical Abstract of Colorado, 1976–77* (Transrep Bibliographies, P.O. Box 22678, Denver, Colorado 80222). It includes some information on immigration and naturalization which is not in the portion of the 1970 census data reproduced in this handbook.

Table 1

SOCIAL CHARACTERISTICS BY RACE FOR COLORADO RESIDENTS, 1970 AND 1960

	1970			Percent			1960			Percent		
	Total	White	Negro and other races	Total	White	Negro and other races	Total	White	Negro and other races	Total	White	Negro and other races
NATIVITY AND PARENTAGE												
Total population	**2 207 259**	**2 118 190**	**89 069**	**100.0**	**100.0**	**100.0**	**1 753 925**	**1 700 250**	**53 675**	**100.0**	**100.0**	**100.0**
Native	2 146 948	2 062 331	84 617	97.3	97.4	95.0	1 694 044	1 643 461	50 583	96.6	96.7	94.2
Native parentage	1 927 369	1 848 918	78 451	87.3	87.3	88.1	1 492 689	1 446 126	46 563	85.1	85.1	86.7
Foreign or mixed parentage	219 579	213 413	6 166	9.9	10.1	6.9	201 355	197 335	4 020	11.5	11.6	7.5
Foreign born	60 311	55 859	4 452	2.7	2.6	5.0	59 881	56 789	3 092	3.4	3.3	5.8
COUNTRY OF ORIGIN OF FOREIGN STOCK												
Total	**279 890**	**269 272**	**10 618**	**100.0**	**100.0**	**100.0**	**261 229**	**254 124**	**7 105**	**100.0**	**100.0**	**100.0**
United Kingdom	26 377	26 266	111	9.4	9.8	1.0	27 014	26 991	23	10.3	10.6	0.3
Ireland	7 804	7 779	25	2.8	2.9	0.2	8 816	8 804	12	3.4	3.5	0.2
Norway	4 787	4 779	8	1.7	1.8	0.1	4 728	4 728	—	1.8	1.9	—
Sweden	13 193	13 175	18	4.7	4.9	0.2	16 102	16 098	4	6.2	6.3	0.1
Denmark	5 508	5 508	—	2.0	2.0	—	6 188	6 188	—	2.4	2.4	—
Netherlands	3 609	3 571	38	1.3	1.3	0.4	3 508	3 508	—	1.3	1.3	—
Switzerland	2 419	2 419	—	0.9	0.9	—	2 672	2 672	—	1.0	1.1	—
France	3 695	3 672	23	1.3	1.4	0.2	3 503	3 499	4	1.3	1.4	0.1
Germany	43 172	42 902	270	15.4	15.9	2.5	40 363	40 228	135	15.5	15.8	1.9
Poland	7 882	7 863	19	2.8	2.9	0.2	7 323	7 323	—	2.8	2.9	—
Czechoslovakia	5 074	5 059	15	1.8	1.9	0.1	4 661	4 657	4	1.8	1.8	0.1
Austria	9 242	9 205	37	3.3	3.4	0.3	9 300	9 286	14	3.6	3.7	0.2
Hungary	3 035	3 008	27	1.1	1.1	0.3	2 765	2 765	—	1.1	1.1	—
Yugoslavia	6 079	6 056	23	2.2	2.2	0.2	6 759	6 751	8	2.6	2.7	0.1
U.S.S.R.	28 023	27 993	30	10.0	10.4	0.3	29 877	29 873	4	11.4	11.8	0.1
Lithuania	1 146	1 133	13	0.4	0.4	0.1	899	899	—	0.3	0.4	—
Greece	3 111	3 111	—	1.1	1.2	—	2 391	2 391	—	0.9	0.9	—
Italy	21 411	21 368	43	7.6	7.9	0.4	23 878	23 857	21	9.1	9.4	0.3
Other Europe	7 252	7 231	21	2.6	2.7	0.2	5 960	5 920	40	2.3	2.3	0.6
Asia	14 392	6 145	8 247	5.1	2.3	77.7	9 375	3 334	6 041	3.6	1.3	85.0
Western Asia	2 272	2 237	35	0.8	0.8	0.3	1 458	1 342	116	0.6	0.5	1.6
China	1 697	485	1 212	0.6	0.2	11.4	897	295	602	0.3	0.1	8.5
Japan	6 005	1 476	4 529	2.1	0.5	42.7	5 129	723	4 406	2.0	0.3	62.0
Other Asia	4 418	1 947	2 471	1.6	0.7	23.3	1 891	974	917	0.7	0.4	12.9
Canada	21 580	21 396	184	7.7	7.9	1.7	16 432	16 307	125	6.3	6.4	1.8
Mexico	24 759	24 490	269	8.8	9.1	2.5	20 091	19 997	94	7.7	7.9	1.3
Cuba	945	921	24	0.3	0.3	0.2	228	224	4	0.1	0.1	0.1
Other America	3 519	2 967	552	1.3	1.1	5.2	2 465	2 125	340	0.9	0.8	4.8
All other	2 128	1 932	196	0.8	0.7	1.8	1 270	1 187	83	0.5	0.5	1.2
Not reported	9 748	9 323	425	3.5	3.5	4.0	4 661	4 512	149	1.8	1.8	2.1

Source: *1970 Census of Population*, Vol. 1, Part 7, p. 137.

Table 2a

SOCIAL CHARACTERISTICS OF RESIDENTS OF COLORADO COUNTIES, 1970

Counties	Adams	Alamosa	Arapahoe	Archuleta	Baca	Bent	Boulder	Chaffee	Cheyenne	Clear Creek	Conejos
NATIVITY, PARENTAGE, AND COUNTRY OF ORIGIN											
Total population	**185 789**	**11 422**	**162 142**	**2 733**	**5 674**	**6 493**	**131 889**	**10 162**	**2 508**	**4 707**	**7 846**
Native of native parentage	165 150	10 533	143 044	2 599	5 298	5 841	115 448	9 079	2 251	4 075	7 676
Native of foreign or mixed parentage	16 481	748	15 201	112	247	587	12 630	883	234	464	107
Foreign born	4 158	141	3 897	22	129	65	3 811	200	23	168	63
Total foreign stock	**20 639**	**889**	**19 098**	**134**	**376**	**652**	**16 441**	**1 083**	**257**	**632**	**170**
United Kingdom	1 603	142	2 341	10	21	55	2 077	128	6	72	11
Ireland	509	28	670	—	—	10	268	37	6	19	—
Sweden	597	47	902	—	46	15	956	62	23	48	—
Germany	3 468	127	2 685	23	53	59	2 423	172	39	90	14
Poland	339	8	568	8	9	8	494	—	30	—	—
Czechoslovakia	410	30	424	—	8	—	274	22	17	4	—
Austria	676	7	568	10	5	17	397	42	14	12	—
Hungary	330	—	243	—	—	5	132	7	—	—	—
U.S.S.R.	2 207	55	1 430	—	11	50	1 220	13	55	48	—
Italy	1 726	47	683	20	—	—	884	321	6	16	—
Canada	1 538	99	2 151	5	49	56	1 369	44	23	171	7
Mexico	1 905	63	345	16	146	270	750	14	—	7	37
Cuba	111	—	21	—	—	—	51	—	—	—	—
Other America	300	—	346	—	—	—	202	6	—	—	—
All other and not reported	4 920	236	5 721	42	28	107	4 944	215	38	145	101
Persons of Spanish language	23 325	3 586	6 583	1 365	297	1 317	6 654	1 135	54	269	5 242
Other persons of Spanish surname	2 952	265	1 717	18	24	43	1 638	44	37	52	65
Persons of Spanish origin or descent	19 445	3 938	4 291	1 219	407	863	5 593	522	41	183	2 990
Persons of Puerto Rican birth or parentage	167	—	96	—	—	—	68	—	—	—	—
MOTHER TONGUE FOR SELECTED GROUPS											
Total	**185 789**	**11 422**	**162 142**	**2 733**	**5 674**	**6 493**	**131 889**	**10 162**	**2 508**	**4 707**	**7 846**
English	146 655	7 696	139 600	1 447	4 926	4 810	110 916	8 074	2 161	3 771	2 491
French	857	68	1 071	—	17	29	1 025	42	—	129	—
German	6 513	228	6 375	12	61	182	5 376	219	168	184	35
Spanish	7 385	2 957	3 605	1 184	227	1 181	4 717	815	12	220	4 956
Other	12 379	473	11 491	90	443	291	9 855	1 012	167	403	364

Source: *1970 Census of Population*, Vol. 1, Part 7, p. 260.

Table 2b

SOCIAL CHARACTERISTICS OF RESIDENTS OF COLORADO COUNTIES, 1970

Counties	Costilla	Crowley	Custer	Delta	Denver	Dolores	Douglas	Eagle	Elbert	El Paso	Fremont
NATIVITY, PARENTAGE, AND COUNTRY OF ORIGIN											
Total population	**3 091**	**3 086**	**1 002**	**15 404**	**514 678**	**1 593**	**8 455**	**7 498**	**3 903**	**235 972**	**21 942**
Native of native parentage	2 916	2 590	859	14 030	431 211	1 541	7 648	6 681	3 518	207 390	19 411
Native of foreign or mixed parentage	123	428	129	1 182	62 541	52	653	633	350	21 389	2 087
Foreign born	52	68	14	192	20 926	—	154	184	35	7 193	444
Total foreign stock	**175**	**496**	**143**	**1 374**	**83 467**	**52**	**807**	**817**	**385**	**28 582**	**2 531**
United Kingdom	—	22	26	136	7 306	4	97	90	39	3 214	337
Ireland	—	—	—	16	3 263	—	18	29	21	694	52
Sweden	—	23	6	116	4 188	—	77	39	43	765	85
Germany	14	145	64	196	11 054	16	191	159	55	7 551	396
Poland	—	—	12	5	4 191	—	14	—	6	444	80
Czechoslovakia	—	—	—	13	1 371	—	8	23	26	721	58
Austria	6	—	7	54	2 557	9	25	35	19	778	161
Hungary	—	—	—	20	1 179	—	37	—	—	331	—
U.S.S.R.	—	145	—	74	8 273	9	61	23	12	611	33
Italy	8	—	—	95	6 103	8	50	52	11	1 438	589
Canada	—	8	21	82	5 597	—	90	92	67	2 817	171
Mexico	106	126	—	229	7 464	—	9	133	—	1 198	170
Cuba	—	—	—	—	608	—	—	—	—	76	—
Other America	—	—	—	14	1 383	—	—	8	—	491	19
All other and not reported	41	27	7	324	18 930	6	130	134	86	7 453	380
Persons of Spanish language	2 368	492	—	1 499	78 175	6	151	1 831	8	17 079	1 533
Other persons of Spanish surname	57	37	—	212	8 170	28	26	98	13	3 036	337
Persons of Spanish origin or descent	1 148	1 162	38	1 197	68 814	227	130	1 680	—	15 041	1 935
Persons of Puerto Rican birth or parentage	—	—	—	—	347	—	—	—	—	765	7
MOTHER TONGUE FOR SELECTED GROUPS											
Total	**3 091**	**3 086**	**1 002**	**15 404**	**514 678**	**1 593**	**8 455**	**7 498**	**3 903**	**235 972**	**21 942**
English	563	2 304	832	12 980	374 420	1 230	7 561	5 005	3 607	193 197	17 264
French	9	—	12	27	3 306	—	38	48	15	1 974	54
German	14	278	91	364	22 750	27	276	161	62	9 126	488
Spanish	2 329	408	—	1 160	60 804	6	70	1 621	8	11 249	1 098
Other	176	96	67	873	53 398	330	510	663	211	20 426	3 038

Source: *1970 Census of Population*, Vol. 1, Part 7, p. 261.

Table 2c

SOCIAL CHARACTERISTICS OF RESIDENTS OF COLORADO COUNTIES, 1970

Counties	Garfield	Gilpin	Grand	Gunnison	Hinsdale	Huerfano	Jackson	Jefferson	Kiowa	Kit Carson	Lake
NATIVITY, PARENTAGE, AND COUNTRY OF ORIGIN											
Total population	**14 821**	**1 201**	**4 178**	**7 578**	**128**	**6 664**	**1 728**	**233 114**	**2 012**	**7 547**	**8 282**
Native of native parentage	13 311	1 037	3 792	6 985	119	5 488	1 648	206 648	1 854	6 644	7 438
Native of foreign or mixed parentage	1 196	144	337	495	9	950	62	21 246	148	828	784
Foreign born	314	20	49	98	—	226	18	5 220	10	75	60
Total foreign stock	**1 510**	**164**	**386**	**593**	**9**	**1 176**	**80**	**26 466**	**158**	**903**	**844**
United Kingdom	155	18	40	105	—	129	15	3 232	17	61	56
Ireland	64	11	—	—	—	16	—	822	—	14	29
Sweden	72	11	34	15	—	—	8	1 681	7	—	45
Germany	189	68	40	35	—	45	—	4 321	59	243	116
Poland	12	—	—	—	—	26	6	746	—	10	20
Czechoslovakia	21	—	18	—	—	87	—	499	—	8	5
Austria	96	18	32	6	—	174	—	1 004	—	28	131
Hungary	14	—	—	—	—	14	—	366	—	12	17
U.S.S.R.	55	—	8	12	—	38	8	2 553	12	189	6
Italy	355	20	16	66	—	334	—	2 108	—	—	42
Canada	187	11	32	117	—	15	25	2 779	6	17	41
Mexico	33	—	—	16	—	52	—	559	18	154	41
Cuba	—	—	—	—	—	—	—	67	—	—	—
Other America	7	—	—	13	—	8	—	295	—	—	—
All other and not reported	250	7	166	208	9	238	18	5 434	39	167	295
Persons of Spanish language	571	—	103	228	—	3 069	158	7 598	64	376	1 831
Other persons of Spanish surname	177	9	21	23	—	225	—	2 116	—	79	251
Persons of Spanish origin or descent	485	—	28	286	—	2 762	361	4 889	—	509	1 339
Persons of Puerto Rican birth or parentage	—	—	—	—	—	—	—	70	—	—	24
MOTHER TONGUE FOR SELECTED GROUPS											
Total	**14 821**	**1 201**	**4 178**	**7 578**	**128**	**6 664**	**1 728**	**233 114**	**2 012**	**7 547**	**8 282**
English	12 983	1 059	3 807	6 691	119	2 998	1 553	202 160	1 840	6 065	6 225
French	131	13	—	34	—	29	—	1 300	—	13	6
German	361	11	77	183	—	76	6	10 508	44	773	207
Spanish	307	—	89	187	—	2 517	119	4 070	48	346	1 261
Other	1 039	118	205	483	9	1 044	50	15 076	80	350	583

Source: *1970 Census of Population*, Vol. 1, Part 7, p. 262.

Table 2d

SOCIAL CHARACTERISTICS OF RESIDENTS OF COLORADO COUNTIES, 1970

Counties	La Plata	Larimer	Las Animas	Lincoln	Logan	Mesa	Mineral	Moffat	Montezuma	Montrose
NATIVITY, PARENTAGE, AND COUNTRY OF ORIGIN										
Total population	**19 199**	**89 900**	**15 744**	**4 836**	**18 852**	**54 374**	**970**	**6 341**	**12 952**	**18 366**
Native of native parentage	17 900	79 146	12 523	4 421	15 760	49 744	936	5 758	12 564	16 862
Native of foreign or mixed parentage	1 094	8 743	2 547	368	2 556	3 824	29	470	309	1 255
Foreign born	205	2 011	674	47	536	806	5	113	79	249
Total foreign stock	**1 299**	**10 754**	**3 221**	**415**	**3 092**	**4 630**	**34**	**583**	**388**	**1 504**
United Kingdom	176	981	184	31	145	498	15	9	61	123
Ireland	47	190	40	—	53	111	—	32	8	27
Sweden	68	561	30	41	147	230	—	7	13	127
Germany	211	1 784	160	105	408	805	8	197	71	170
Poland	16	181	56	15	12	47	—	14	—	—
Czechoslovakia	28	117	16	—	34	78	—	28	—	—
Austria	90	299	273	37	53	198	—	64	15	35
Hungary	14	25	10	—	6	11	—	—	—	—
U.S.S.R.	15	2 168	13	48	1 155	241	—	6	—	158
Italy	162	178	1 343	—	181	383	—	16	38	231
Canada	121	1 035	27	19	138	568	—	47	64	140
Mexico	24	1 033	501	7	378	212	—	28	16	118
Cuba	—	—	—	—	—	—	—	—	—	—
Other America	—	87	38	11	25	43	—	—	16	12
All other and not reported	327	2 115	530	101	357	1 205	11	135	86	363
Persons of Spanish language	3 403	5 394	6 772	66	1 079	4 410	—	365	1 274	2 119
Other persons of Spanish surname	314	623	823	—	265	557	—	38	189	86
Persons of Spanish origin or descent	2 528	4 565	5 583	—	837	3 673	—	401	1 246	2 059
Persons of Puerto Rican birth or parentage	8	27	—	—	27	25	—	—	—	6
MOTHER TONGUE FOR SELECTED GROUPS										
Total	**19 199**	**89 900**	**15 744**	**4 836**	**18 852**	**54 374**	**970**	**6 341**	**12 952**	**18 366**
English	14 539	73 075	7 878	4 329	15 579	46 009	879	5 655	10 616	14 969
French	30	313	26	13	61	240	—	39	23	91
German	270	5 532	246	216	1 700	1 346	8	190	57	446
Spanish	2 780	4 113	5 353	59	616	2 965	—	241	966	1 794
Other	1 580	6 867	2 241	219	896	3 814	83	216	1 290	1 066

Source: *1970 Census of Population*, Vol. 1, Part 7, p. 263.

Table 2e

SOCIAL CHARACTERISTICS OF RESIDENTS OF COLORADO COUNTIES, 1970

Counties	Morgan	Otero	Ouray	Park	Phillips	Pitkin	Prowers	Pueblo	Rio Blanco	Rio Grande
NATIVITY, PARENTAGE, AND COUNTRY OF ORIGIN										
Total population	**20 105**	**23 523**	**1 539**	**2 192**	**4 131**	**6 135**	**13 258**	**118 238**	**4 842**	**10 494**
Native of native parentage	16 576	21 345	1 295	2 028	3 564	5 391	12 168	102 822	4 519	9 814
Native of foreign or mixed parentage	2 898	1 811	176	154	321	562	898	12 764	276	591
Foreign born	631	367	68	10	46	232	192	2 652	47	89
Total foreign stock	**3 529**	**2 178**	**244**	**164**	**567**	**794**	**1 090**	**15 416**	**323**	**680**
United Kingdom	119	157	73	26	16	111	71	855	60	98
Ireland	25	11	—	10	35	30	36	292	14	12
Sweden	91	70	29	16	135	45	23	358	7	36
Germany	488	262	9	18	251	138	172	1 219	26	159
Poland	6	10	29	—	—	6	8	221	—	27
Czechoslovakia	21	13	—	—	19	—	—	467	16	8
Austria	5	8	—	—	6	61	12	834	22	13
Hungary	7	6	—	—	—	—	—	162	—	5
U.S.S.R.	1 554	182	—	—	29	—	92	372	—	26
Italy	86	121	32	—	—	81	24	2 987	32	42
Canada	88	33	36	17	28	103	19	581	19	63
Mexico	567	984	—	—	—	—	538	3 339	—	69
Cuba	—	—	—	—	—	—	—	6	—	—
Other America	16	—	—	—	—	4	—	81	—	—
All other and not reported	456	321	36	77	48	215	95	3 642	127	122
Persons of Spanish language	2 143	6 948	112	20	—	29	2 205	33 658	124	4 106
Other persons of Spanish surname	82	178	—	—	7	23	94	3 430	19	70
Persons of Spanish origin or descent	1 394	7 173	243	201	—	35	1 730	32 612	—	2 840
Persons of Puerto Rican birth or parentage	—	—	—	—	—	—	—	125	—	—
MOTHER TONGUE FOR SELECTED GROUPS										
Total	**20 105**	**23 523**	**1 539**	**2 192**	**4 131**	**6 185**	**13 258**	**118 238**	**4 842**	**10 494**
English	14 982	15 662	1 323	1 980	3 697	4 928	10 677	76 669	4 447	6 133
French	26	29	—	—	—	119	5	309	7	—
German	2 247	585	20	29	295	202	304	2 104	38	278
Spanish	1 588	6 219	70	10	—	23	1 872	26 233	46	3 694
Other	1 262	1 028	126	173	139	913	400	12 923	304	389

Source: *1970 Census of Population*, Vol. 1, Part 7, p. 264.

Table 2f

SOCIAL CHARACTERISTICS OF RESIDENTS OF COLORADO COUNTIES, 1970

Counties	Routt	Saguache	San Juan	San Miguel	Sedgwick	Summit	Teller	Washington	Weld	Yuma
NATIVITY, PARENTAGE, AND COUNTRY OF ORIGIN										
Total population	**6 592**	**3 827**	**710**	**2 070**	**3 405**	**2 665**	**3 316**	**5 550**	**89 297**	**8 544**
Native of native parentage	6 008	3 703	582	1 887	2 645	2 518	3 105	5 033	75 257	7 742
Native of foreign or mixed parentage	507	105	103	164	575	130	168	486	11 309	726
Foreign born	77	19	25	19	185	17	43	31	2 731	76
Total foreign stock	**584**	**124**	**128**	**183**	**760**	**147**	**211**	**517**	**14 040**	**802**
United Kingdom	59	14	—	30	6	8	—	25	772	89
Ireland	7	—	—	14	13	—	22	19	136	24
Sweden	36	9	9	15	58	—	43	32	1 009	37
Germany	130	16	—	21	139	6	38	202	1 582	267
Poland	10	—	5	—	5	14	—	14	150	—
Czechoslovakia	—	—	—	—	27	—	11	13	113	18
Austria	61	—	20	18	—	7	—	13	179	31
Hungary	—	—	—	—	6	—	—	—	76	—
U.S.S.R.	13	12	30	—	68	10	5	86	4 408	121
Italy	46	8	13	21	—	7	25	—	356	—
Canada	60	8	—	13	6	9	11	41	542	57
Mexico	29	22	—	—	244	—	—	—	2 782	7
Cuba	—	—	—	—	—	—	—	—	5	—
Other America	15	—	—	—	—	9	—	—	57	13
All other and not reported	118	35	51	51	188	77	56	72	1 873	138
Persons of Spanish language	298	1 507	162	185	312	36	69	20	12 141	70
Other persons of Spanish surname	45	24	56	5	35	6	19	—	1 611	104
Persons of Spanish origin or descent	97	1 772	256	69	100	20	59	—	14 336	154
Persons of Puerto Rican birth or parentage	32	—	—	—	—	—	—	—	47	—
MOTHER TONGUE FOR SELECTED GROUPS										
Total	**6 592**	**3 827**	**710**	**2 070**	**3 405**	**2 665**	**3 316**	**5 550**	**89 297**	**8 544**
English	5 688	2 306	461	1 698	2 459	2 367	2 871	4 635	66 326	7 699
French	21	—	—	—	—	10	23	—	206	—
German	173	38	57	9	311	31	44	407	7 549	457
Spanish	204	1 397	111	101	299	16	43	6	9 859	51
Other	506	86	81	262	336	241	335	502	5 357	337

Source: *1970 Census of Population*, Vol. 1, Part 7, p. 265.

sample questionnaires and, therefore, are based on a 20-percent sample of the population. Figures for a characteristic (e.g., the population five years old and over) may differ between tables when the figures are derived from different samples. . . . The statistics for 1960 . . . are based on a 25-percent sample of the population.

Derived figures (percents, medians, etc.)

Percents, medians, and means, as well as certain rates and ratios are shown in these reports. For all types of derived figures in this report, the figure is not presented (but indicated by three dots "...") if the base is smaller than the minimum number prescribed for the sample on which the figure is based. The minimum bases are 5 (persons, families, or households) for 100-percent data, 100 for the 20-percent sample, 132 for the 15-percent sample, and 400 for the 5-percent sample. When a cross-tabulation of two or more characteristics covers subjects based on different samples, the minimum base for the smaller sample applies. An exception occurs in tables that show data for persons of Spanish language, persons of Spanish language or surname, or persons of Puerto Rican birth or parentage. Although all data for these population groups are based on the 15-percent sample, the minimum base in these tables is determined by the sample rate of each characteristic shown in the table. Percents which round to less than 0.1 are not shown but indicated as zero (i.e., "-").

The reader should exercise caution in the use and interpretation of data for very small areas or subgroups of the population; these data are especially subject to the effects of sampling variability, misreporting, and processing errors.

Symbols

A dash "-" signifies zero. Three dots "..." mean not applicable, or that the base for the derived figure is too small for it to be shown, or that the data are being withheld to avoid disclosure of information for individuals.

Data Collection Procedures

The 1970 census was conducted primarily through self-enumeration. In 1960, self-enumeration was first introduced on a nationwide scale as a substitute for the traditional census direct interview.

A census questionnaire was delivered by postal carriers to every household several days before Census Day, April 1, 1970. This questionnaire contained certain explanatory information and was accompanied by an instruction sheet; in areas with comparatively large proportions of Spanish-speaking persons, a Spanish version of the instruction sheet was also enclosed.

In the larger metropolitan areas and some adjacent counties, altogether containing about three-fifths of the population of the United States, the householder was requested to fill out and mail back the form on Census Day. Approximately 87 percent of the householders returned their forms by mail. The mailed-back forms were reviewed by the census enumerator (or, in some localities, a census clerk) and if the form was determined to be incomplete or inconsistent, a followup was made. The bulk of these followups were made by telephone, the rest by personal visit. For the households which did not mail back their forms, a followup was also made, in almost all cases by personal visit and in the remainder by telephone.

For the remaining two-fifths of the population, the householder was requested to fill out the form and give it to the enumerator when he called; approximately 80 percent did so. Incomplete and unfilled forms were completed by interview during the enumerator's visit.

Three types of questionnaires were used throughout the country; 80 percent of the households answered a form containing a limited number of population and housing questions and the remainder, split into 15-percent and 5-percent samples, answered forms which contained these questions as well as a number of additional questions. Some of the additional questions were the same on the 15-percent and 5-percent versions; others were different. A random procedure was used to determine which of the three forms any particular household answered.

Population Characteristics

Race

Data are shown for two racial categories, white and Negro. The category "white" includes persons who indicated their race as white, as well as persons who did not classify themselves in one of the specific race categories on the questionnaire but entered Mexican, Puerto Rican, or a response suggesting Indo-European stock. The category "Negro" includes persons who indicated their race as Negro or black, as well as persons who did not classify themselves in one of the specific race categories on the questionnaire but who had such entries as Jamaican, Trinidadian, West Indian, Haitian, and Ethiopian. All other racial categories, such as American Indian, Japanese, and Chinese, are included in the total but not shown separately. The classification by race shown for occupied housing units refers to the race of the head of the household occupying the unit.

Nativity, parentage, and country of origin

The category "native" comprises persons born in the United States, the Commonwealth of Puerto Rico or an outlying area of the United States, or at sea. Also included in this category is the small number of

persons who, although they were born in a foreign country, have at least one native American parent. The category "foreign-born" includes all persons not classified as native. The category "native of native parentage" comprises native persons both of whose parents are also natives of the United States. "Native of foreign or mixed parentage" comprises native persons one or both of whose parents are foreign born.

The category "foreign stock" includes the foreign-born population and the native population of foreign or mixed parentage. In this report, persons of foreign stock are classified according to their country of origin. Natives of foreign parentage whose parents were born in different countries are classified according to the country of birth of the father. Natives of mixed parentage are classified according to the country of birth of the foreign-born parent.

Spanish Heritage

In the census tract reports, separate tables are presented for the population of Spanish heritage, which is variously identified in the reports for different areas: in 42 states and the District of Columbia it is identified as "Persons of Spanish language"; in five Southwestern states, as "Persons of Spanish language or Spanish surname"; and in the Middle Atlantic states, as "Persons of Puerto Rican birth or parentage." Similarly, separate housing statistics are presented for housing units in these categories, identified on the basis of the classification of the household head occupying the unit. The specific definitions involved in identifying these population groups are given below.

Spanish language. Persons of Spanish language comprise persons of Spanish mother tongue (see definition below) and all other persons in families in which the head or wife reported Spanish as his or her mother tongue. A housing unit is classified as occupied by persons of Spanish language if the head or his wife reported Spanish as his or her mother tongue.

Spanish surname. In five Southwestern states (Arizona, California, Colorado, New Mexico, and Texas) persons with Spanish surnames are identified. Separate statistics are presented, in these states, for persons of Spanish language combined with all additional persons of Spanish surname. These additional persons are shown in the category "Other persons of Spanish surname."

Puerto Rican birth or parentage. The population of Puerto Rican birth or parentage includes persons born in Puerto Rico and persons born in the United States or an outlying area with one or both parents born in Puerto Rico. Statistics for this group are shown for areas in New York, New Jersey, and Pennsylvania.

Spanish mother tongue. Mother tongue is defined as the language spoken in the person's home when he was a child.

Community Level

Your local telephone directory can provide clues to ethnic groups at the community level. Included in this section are instructions and worksheets for identifying ethnic groups by examining such categories of listings as ethnic surnames, social service organizations, restaurants, physicians, and dentists.*

Telephone-Directory Activity

Step 1: Surnames. Thumb through the white pages of your telephone directory and concentrate on the surnames you see. When you spot a surname that reminds you of a certain ethnic group, jot it down along with the name of the ethnic group you think it represents. Continue this procedure for about ten minutes. If your telephone directory is very large, you might want to divide the white pages into sections and assign each section to a different person.

A good aid for attempting to identify groups by ethnic surnames is the book *American Surnames*, by Elsdon C. Smith, which contains historical background on more than 2,000 surnames. (This 1969 hardbound publication is available for $9.95 from the Chilton Book Company, Sales Service Department, 201 King of Prussia Road, Radnor, Pennsylvania 19089.)

Surname	No. of Listings	Ethnic Group

*Parts of this activity were taken from *Teaching About Ethnic Heritage*, by Gary R. Smith and George G. Otero (Denver: Center for Teaching International Relations, Graduate School of International Studies, University of Denver, 1977).

Step 1: Surnames—*Continued*

Surname	No. of Listings	Ethnic Group

What hypotheses about ethnic groups in your community can you make from the surnames?

Step 2: Social Service Organizations. Locate the heading "Social Service Organizations" in your Yellow Pages. Jot down the names of the ethnic groups that have the largest number of listings.

Ethnic Group	No. of Organizations

What hypotheses about ethnic groups in your community can you make using the listings under "Social Service Organizations"?

Step 3: Restaurants. Locate the section in your Yellow Pages labeled "Restaurants." Examine the restaurant listings and advertisements (watch for the kinds of food they serve) and jot down the ethnic groups represented in the listings.

Ethnic Group	No. of Restaurants

What hypotheses about ethnic groups in your community can you make using the listings under "Restaurants"?

Step 4: Physicians and Dentists. Locate listings for "Physicians" and "Dentists" in your Yellow Pages. Which ethnic groups can you identify from the surnames of the people listed?

Ethnic Group	No. of Listings

What hypotheses about ethnic groups in your community can you make from examining the surnames under "Physicians" and "Dentists"?

Step 5: Other Evidences. Thumb through the Yellow Pages slowly. What other evidences of ethnic influence do you find?

Step 6: Summary of Findings. Does the information obtained through this activity correspond with what you know about the ethnic makeup of your community? Explain.

School and Neighborhood Level

Many individual schools and school districts have compiled data on the ethnic composition of the areas they serve. These figures can usually be obtained from a school administrator or from the district's central office.

Among the other possible ways to identify ethnic groups at the school level are examining the school roster for clues to ethnicity through student surnames and asking students to interview their families and write short family histories.

You might want to use the worksheet provided below to tally school data.

Ethnic Group	No. of Students

Summary

Filling out the summary chart below will help you see at a glance the ethnic makeup of your area. Note that the limitations of the various sources need to be considered. For example, school surveys usually only count visible minorities; telephone directories include only residents who have phones; state census data reflect only foreign-born and first-generation Americans. All these sources together, however, should provide some usable data about ethnic groups in the state and in your county, community, and school neighborhood.

	State		County		Community		Neighborhood	
Source								
Limitations								
Key Findings (list ethnic groups below)	No.	%	No.	%	No.	%	No.	%
_____								
_____								
_____								
_____								
_____								
_____								
_____								
_____								
_____								
_____								
_____								

2. Identifying and Evaluating Ethnic Studies Materials

An important component of an effective ethnic studies program is the use of well-chosen materials. Materials will not "make or break" an ethnic studies program, but the use of sound, appropriate materials can enhance a curriculum, while the use of unsound or inappropriate materials can diminish the impact of a well-conceptualized program. This chapter provides suggestions about how to identify available ethnic studies materials and select those that best suit the needs of a particular school.

The information provided in this section is based on the findings of work completed by the Social Science Education Consortium's Ethnic Heritage Project, which was funded by an Elementary and Secondary Education Act, Title IX, grant from the U.S. Office of Education. The project staff collected and analyzed more than 1,200 ethnic studies materials and prepared several publications on the basis of the findings of those analyses.

Identifying Ethnic Studies Materials

Sources of Materials

There is an enormous amount of material available for teaching ethnic studies, but it is not easy to locate because its publishers are diverse and useful materials are not always labeled "ethnic studies." Libraries, both school and public, and resource centers are potential sources of materials; however, teachers should also consider the following sources when looking for ethnic studies publications.

1. Publishers' Catalogs. Textbook publishers' lists are a primary source for identifying ethnic studies materials. Ethnic studies materials are often listed under the headings "Ethnic Studies" or "Ethnic Relations." However, appropriate materials can also be found under such headings as social studies, language arts, literature, history, political science, sociology, human relations, art, music, home economics, and crafts. Trade book publishers also carry titles relevant to ethnic studies curricula. In their catalogs such materials are listed in humanities, arts, or social science categories.

2. Bibliographies. Other sources for identifying materials are bibliographies compiled by people working in the field of ethnic studies. Curriculum guides from school districts often contain helpful listings. Reference lists in ethnic studies texts or supplementary materials can lead to other materials. Many ethnic studies projects funded by government agencies, particularly the U.S. Office of Education, have produced general and/or specialized resource lists. The Social Science Education Consortium has produced *Materials and Human Resources for Teaching Ethnic Studies: An Annotated Bibliography* (1975).

3. Ethnic Heritage Organizations. Ethnic heritage organizations are good sources for identifying materials on specific ethnic groups. Such groups as the American Swedish Society, the Anti-Defamation League, the Japanese American Curriculum League, and the American Indian Historical Society often produce their own materials. Some of these materials are historical, tracing the immigration, migration, and adaptation problems of the particular group. Other materials are more current, dealing with the present situation of the ethnic group in the United States; organization newsletters or journals often provide this kind of information. The quality of materials produced by ethnic heritage organizations is uneven, but such groups should be contacted when materials on specific ethnic groups are sought.

Kinds of Materials

Although the scope of ethnic studies is wide and includes hundreds, perhaps thousands, of publications, ethnic studies materials can be organized into three categories: curriculum materials, student resources, and teacher resources.

1. Curriculum Materials. Curriculum materials are defined here as materials having both a student component, such as a text or filmstrip, and a teacher component, such as an instructional guide or list of suggested activities.

Textbooks are the most easily recognizable group of curriculum materials. There are relatively few ethnic studies textbooks—i.e., textbooks focusing specifically on one or more ethnic groups or on concepts of ethnicity. Toppin's *The Black American in United States History* (Boston: Allyn and Bacon, 1973) and Garcia and Shaftel's *Mexican-American Heritage* (Belmont, California: Fearon, 1972) are examples of two texts that deal with individual ethnic groups. Their formats resemble those of many history and sociology texts in that they include narrative content, discussion questions, and/or student activities. A more general ethnic studies text is Rose's *Many Peoples, One Nation* (New York: Random House, 1973), an intermediate-level text containing readings from a wide variety of sources along with discussion questions and activities.

Multimedia products are another popular kind of curriculum resource. In the past three or four years, audiovisual kits have become increasingly common. Two examples are Riess and Tax's *The American Experience: Immigration and Migration* (Chicago: A.J. Nystrom, 1975)

and Erdoes's *The Sun Dance People: The Plains Indians, Their Past and Present* (New York: Random House, 1973). Multimedia materials also include poster series, games and simulations, and hands-on objects. Ethnic studies lends itself to a multimedia format, and many schools have these products in their libraries.

Both text and multimedia curriculum materials tend to follow one of two conceptual approaches. One kind of material is designed to provide information about ethnic groups—their origins, experiences, and present state. These materials are most often historical or sociological, but some are multidisciplinary. As a rule, such materials tend to view groups separately rather than show interrelationships among ethnic people. For example, a multimedia kit might contain several filmstrips, each dealing with a different ethnic group. This approach often (although not always) leads to a separatist view of groups and a "glossing over" of important aspects of a group's identity.

Another approach sometimes used in curriculum materials is focused on self-awareness. Awareness materials are designed to help students develop a sense of identity and to explore such concepts as prejudice or differences among people. Some examples of these materials are Cohen's *The Color of Man* (New York: Bantam Books, 1968) and *The Black Rabbits and the White Rabbits: An Allegory* (Pleasantville, New York: Schloat Productions, 1969). Although there are far fewer self-awareness materials than informational materials, the former are available from both commercial publishers and not-for-profit organizations.

In identifying curriculum materials for ethnic studies, standard textbooks and materials in the fields of social studies, language arts, fine arts, and perhaps other disciplines should not be ignored as potential resources. For example, a civics book may have sections devoted to the voting patterns of minorities. If no other materials on the political activity of ethnic groups are available, a teacher can use such a section in a civics book as one component of an ethnic studies program. Similarly, a Native American legend or a poem by a black author in a literature text can provide an effective springboard for ethnic studies.

2. Student Resources. Student resources are materials that students can use without direction or intervention by the teacher. Among the types of materials in this category are novels, collections of readings, and general reference works written at a student reading level. Many of these resources can be found in publishers' trade-book catalogs or in bookstores. Many are available in paperback. One such novel, Gaines's *The Autobiography of Miss Jane Pittman* (New York: Dial Press, 1971), was originally marketed for the general public, but it provides excellent ethnic studies reading.

The great bulk of student resources are designed for upper-level secondary students. Such materials are often appropriate for both student reading and teacher background. While the majority of student resources are for older students, books written for younger children provide some of the best ethnic studies material available for elementary and intermediate students. Books for young children often involve stories about ethnic children and their families; such stories offer a perspective on ethnic people and traditions that is not found in standard curriculum materials. Some examples of such stories are Shull's *Children of Appalachia* (New York: Julian Messner, 1969) and Takashima's *A Child in Prison Camp* (New York: William Morrow, 1971).

Student resources are most effective when they are used to supplement the curriculum. Although they cannot provide the core material for a course in ethnic studies, when integrated with other materials into an overall curriculum design such sources may add provocative, insightful aspects to ethnic studies learning.

3. Teacher Resources. Teacher resources are books and articles that are not necessarily suitable for use by students, but which can be used by the teacher for obtaining background knowledge about specific ethnic groups or about ethnicity concepts.

Teacher resource materials tend to be of three types. The most prevalent type is information—that is, materials that provide factual information about ethnic group origins, customs, and practices. These sources cut across disciplinary lines; they include not only historical, sociological, political, and anthropological data but also language, literature, art, and music information. Many of these books were written by scholars who specialize in the ethnicity of one of more groups. Other materials are published by ethnic heritage organizations as a means of keeping alive the story of their group's immigration to, and life in, the United States.

A second type of teacher resource is awareness-raising material. Such books as Escobedo's *Chicano Counselor* (Lubbock, Texas: Trucha Publications, 1974) and Casteneda's *The Educational Needs of Minority Groups* (Lincoln, Nebraska: Professional Educators Publications, 1974) are designed to help teachers become sensitive to the special needs and backgrounds of ethnic students and to the cultural differences that may exist in the classroom. Often such resources are categorized as guidance and counseling material, but they are valuable sources of information for teaching ethnic studies.

Teacher resources also include "how-to" books on teaching ethnic studies. Banks's *Teaching Strategies for Ethnic Studies* (Boston: Allyn and Bacon, 1975) is a good example of a teaching methods book for ethnic studies. Such materials not only provide a conceptual framework for teaching about ethnicity but also describe specific strategies and activities for classroom use.

Individual teachers must decide how best to use teacher resource materials. In some instances, a book will be useful only as a reference for the teacher. In other instances, teachers may find that parts of the material can be used directly with students, particularly older students. Awareness materials can provide teachers with useful insights into the aspirations and behavior of ethnic students.

Characteristics of Materials

A survey of curriculum, student, and teacher resources in ethnic studies reveals the following characteristics of ethnic studies materials:

1. Most ethnic studies materials are written for secondary-level students. There are few materials for the intermediate level and still fewer for the elementary level.

One ramification of this situation is that elementary teachers who wish to incorporate ethnic studies into their teaching will have to rely primarily on standard curriculum materials, student resources, and self-developed materials to build their ethnic studies programs.

2. While there are hundreds of ethnic studies materials, the bulk of them deal with four groups: Afro Americans, Mexican Americans, Native Americans, and Jewish Americans. Materials about other ethnic and religious groups are relatively scarce in comparison with publications on these four groups. Multiethnic materials—that is, materials that look at several groups simultaneously—are even less common. If teachers are to develop multiethnic teaching practices, they will have to carefully select materials on the four groups mentioned above, search out materials on other groups, and combine all the materials into a well-balanced ethnic studies program.

3. Most ethnic studies materials are supplementary rather than core-curriculum materials. While there are a few ethnic textbooks and some multimedia curriculum packages, most ethnic studies materials are in the trade-book or academic-book categories. Therefore, teachers will have to design ethnic studies courses around available supplementary materials rather than depend on predeveloped core-curriculum materials to form the basis of their teaching.

4. The quality of ethnic studies materials is very uneven. There are some outstanding ethnic studies materials, but there are also many publications of questionable quality. Much ethnic studies material is quite traditional educationally—the teaching strategies and format are neither innovative nor inspired. This is true even of materials with solid ethnic content. It remains the task of the teacher to create interesting ways to use these materials.

Evaluating Ethnic Studies Materials

Soundness of content and readability are the two most important criteria for selecting ethnic studies materials for school libraries.

Content should be accurate, well balanced, and free of bias and stereotyping. Reading level should be appropriate for the students who will be using the materials.

This section contains three resources to help librarians evaluate materials. The first resource is an instrument for analyzing content. The second resource, designed to complement the first, is a list of reference books that may help librarians identify stereotypical language and characterizations in works about a variety of different ethnic groups. Finally, we have included an instrument for assessing readability, along with instructions for using it.

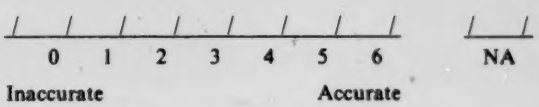
Ethnic Studies Materials Analysis Instrument for School Librarians

This instrument is a modified version of the *Ethnic Studies Materials Analysis Instrument*, a product of the Social Science Education Consortium, which has been used by many K-12 social studies teachers to evaluate classroom materials.

Although no school librarian would have time to examine every available piece of ethnic studies library material, using this instrument to analyze three or four pieces will provide practice in looking at materials systematically. Librarians who have become familiar with the factors to look for when evaluating materials and who are able to form a mental checklist of questions to ask about both ethnic content and educational soundness are well equipped to make quick evaluations of materials.

The instrument is divided into four sections: (1) product characteristics, (2) ethnic heritage content, (3) conditions of use, and (4) overall evaluation. As a first step, we suggest that you look over the entire instrument to get a feel for the kinds of questions asked in each section and the relationships between the sections. Note that it is not strictly linear in organization; that is, you do not have to start with Section 1 and work through the sections in numerical order.

The questions asked in the analysis instrument require scaled responses. A typical scale is shown below.



The analyst is asked to check the number on this scale that seems to best answer the question. If a question is not applicable to the materials being analyzed, the analyst can indicate this by checking the box labeled "NA" (not applicable) at the right of the scale.

Ethnic Studies Materials Analysis Instrument for School Librarians

Title of materials: _____

Series or package: _____

Author, developer, or editor: _____

Publisher or sponsoring agency (include complete address): _____

Library access or code number: _____

Ethnic heritage groups discussed in the materials (list individually):

Analyst: _____

Date: _____

1.0 Product Characteristics

This section gives a general overview of the physical characteristics of the materials and information concerning the materials' developing agent.

1.1 What are the major subject areas with which the materials deal?

1.2 With what additional subjects do the materials deal?

1.3 (Books only) The materials are classified as:
Fiction _____
Nonfiction _____

1.4 For what grade level or levels are these materials most appropriate as indicated by the author/publisher? _____

1.5 (Books only) What is the reading level using the Fry Graph for estimating readability (see pg 32)? _____

1.6 These materials are suitable for students of what academic status?

Gifted _____ Slow learner_____

Average _____ All students _____

1.7 List all components of the materials (e.g., filmstrips, student readings, records):

Components	Cost

1.8 This evaluation will analyze the following items from the package:
All components _____

Selected items (specify) _____

_____

_____

1.9 In general, how successful have the materials been reported to be when used in the field? _____

_____ / / NA

1.1.0 Is the author or developing agent a member of an ethnic heritage group? _____ If so, which group?

_____

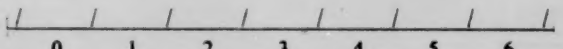
2.0 Ethnic Heritage Content

This section concerns the quality of information on ethnic heritage groups presented in the materials and the appropriateness of the student attitudinal and behavioral changes expected from use of the materials. The analysis focuses on format, realism and accuracy, and development of intercultural understandings.

2.1 Format

Format concerns the visual presentation of materials and the effect of visual presentation on the user's perception of content.

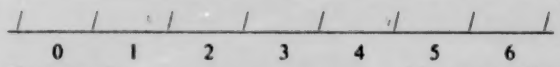
2.1.1 **Are the ethnic heritage groups treated separately (by chapter, section) or are they treated within the general context of the materials?**



0 1 2 3 4 5 6 NA

Separately — In general context

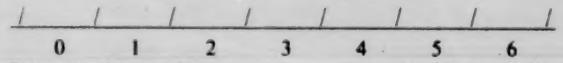
2.1.2 **Does the material show actual examples of the language or dialects of the ethnic heritage group?**



0 1 2 3 4 5 6 NA

No examples — Many examples

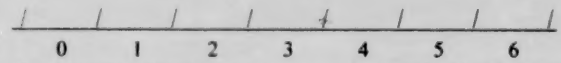
2.1.3 **Does the material emphasize actual photographs and pictures rather than illustrations?**



0 1 2 3 4 5 6 NA

Primarily illustrations — Primarily photographs

2.1.4 **To what extent are the pictures and the picture captions compatible with the text of the material?**



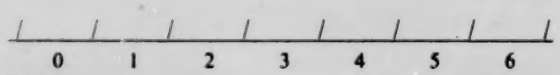
0 1 2 3 4 5 6 NA

Not directly related to text — Correlated with text

2.2 Realism and Accuracy

This section measures how accurately representative life styles, past and present, are portrayed in the materials. Most of the questions apply to fictional as well as nonfictional materials, since fictional works should be based on real-life situations.

2.2.1 **How accurate are the historical facts presented in the materials, overall?**



0 1 2 3 4 5 6 NA

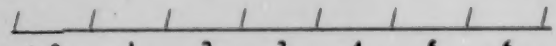
Inaccurate — Accurate

2.2.2 **Do major omissions or overgeneralizations distort the historical accuracy of the materials?**

0 1 2 3 4 5 6 NA

Major omissions or distortions — Comprehensive and accurate treatment

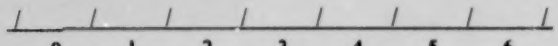
2.2.3 To what extent would these materials present a realistic and balanced viewpoint of the ethnic group or groups if used alone?



0 1 2 3 4 5 6 NA

Unrealistic Realistic

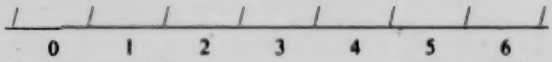
2.2.4 How free of bias is the overall content of the materials?



0 1 2 3 4 5 6 NA

Biased Unbiased

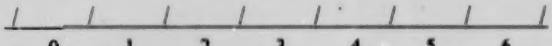
2.2.5 To what extent do the materials present members of the ethnic heritage group in a stereotypical manner?



0 1 2 3 4 5 6 NA

Much stereotyping No stereotyping

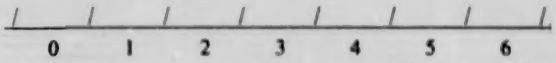
2.2.6 To what extent do the materials portray a diversity of life styles within the ethnic heritage group?



0 1 2 3 4 5 6 NA

No diversity Diversity

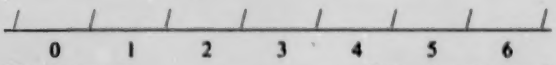
2.2.7 Are the ethnic groups represented in the materials described from one viewpoint only or from many points of view?



0 1 2 3 4 5 6 NA

One viewpoint Many viewpoints

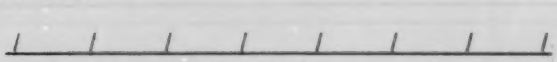
2.2.8 To what extent do the materials portray the influence of the ethnic group on life in the United States?



0 1 2 3 4 5 6 NA

No portrayal Extensive portrayal

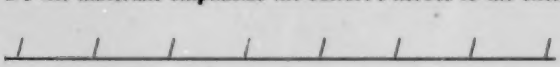
2.2.9 Do the materials show a relationship between the history of the ethnic heritage group and its current situation in America?



0 1 2 3 4 5 6 NA

Little relationship Extensive relationship

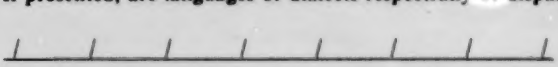
2.2.10 Do the materials emphasize the culture's heroes to the exclusion of its average members?



0 1 2 3 4 5 6 NA

Hero-dominated Hero-free

2.2.11 If presented, are languages or dialects respectfully or disparagingly portrayed?



0 1 2 3 4 5 6 NA

Disparagingly portrayed Respectfully portrayed

2.3 Individual and Society

This section concerns the recognition of individuals' and ethnic heritage groups' roles in society.

2.3.1 To what extent do the materials acknowledge the roles that individual members of ethnic heritage groups play in society?

/ / / / / / / /
0 1 2 3 4 5 6 NA
No recognition Much recognition

2.3.2 To what extent do the materials recognize the roles individuals play in their ethnic heritage groups?

/ / / / / / / /
0 1 2 3 4 5 6 NA
No recognition Much recognition

2.4 Development of Intercultural Understandings

This section concerns the extent to which the materials promote awareness, acceptance, and appreciation of both the diversity and the interrelatedness of ethnic heritage groups.

2.4.1 Do the materials acknowledge the universality of human problems?

/ / / / / / / /
0 1 2 3 4 5 6 NA
No recognition Recognition

2.4.2 To what extent do the materials actively promote student understanding of the universality of human problems?

/ / / / / / / /
0 1 2 3 4 5 6 NA
Do not promote Actively promote

2.4.3 Do the materials emphasize the concept of assimilation of ethnic heritage groups into American life?

/ / / / / / / /
0 1 2 3 4 5 6 NA
Emphasis on assimilation No emphasis on assimilation

2.4.4 Do the materials actively promote student acceptance of the assimilation concept?

/ / / / / / / /
0 1 2 3 4 5 6 NA
Actively promote Do not promote

2.4.5 Do the materials emphasize the concept of ethnic pluralism within American life?

/ / / / / / / /
0 1 2 3 4 5 6 NA
No emphasis on pluralism Emphasis on pluralism

2.4.6 Do the materials actively promote student acceptance of the ethnic pluralism concept?

0 1 2 3 4 5 6 NA

Do not promote — Actively promote

2.4.7 To what extent do the materials show interrelationships among ethnic heritage groups?

0 1 2 3 4 5 6 NA

No inter-relationships shown — Heavy emphasis on interrelationships

2.4.8 Do the materials actively promote student appreciation for the interrelationships of ethnic heritage groups?

0 1 2 3 4 5 6 NA

Do not promote — Actively promote

2.4.9 To what extent do the materials realistically portray the interrelationships of ethnic heritage groups (e.g., alliances, rivalries, conflicts)?

0 1 2 3 4 5 6 NA

Unrealistic portrayal — Realistic portrayal

2.4.10 To what extent do the materials actively promote students' pride in their own ethnic heritage groups?

0 1 2 3 4 5 6 NA

Do not promote — Actively promote

2.4.11 Do the materials discourage ethnocentrism (regarding one's own ethnic heritage group as superior)?

0 1 2 3 4 5 6 NA

Encourage — Discourage

2.4.12 To what extent do the materials encourage students to appreciate ethnic heritage groups other than their own?

0 1 2 3 4 5 6 NA

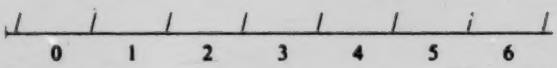
Not at all — To great extent

2.4.13 To what extent do the materials take moral positions on cultural practices of ethnic heritage groups (e.g., polygamy, geriatricide)?

0 1 2 3 4 5 6 NA

Moral positions taken on many practices — No moral position taken on any practice

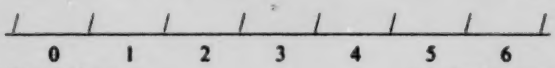
2.4.14 To what extent do the materials discourage students from taking moral positions on the cultural practices of ethnic heritage groups?



0 1 2 3 4 5 6 NA

Encourage Discourage

2.4.15 To what extent do the materials identify and oppose the discriminatory treatment of ethnic heritage groups (e.g., slavery, legal restrictions, residential restrictions, occupation restrictions)?

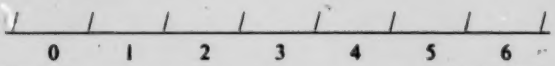


0 1 2 3 4 5 6 NA

Discriminatory treatment not opposed

Discriminatory treatment opposed

2.4.16 To what extent do the materials encourage students to take a moral position against the discriminatory treatment of ethnic heritage groups?



0 1 2 3 4 5 6 NA

Do not encourage

Actively encourage

2.4.17 If the materials discuss more than one ethnic heritage group, are all groups treated with equal accuracy and sensitivity?

Yes _____ No _____ NA

If no, explain.

Notes or comments:

3.0 Conditions of Use

This section deals with the conditions under which the materials will be used. Conditions relating to pupils, classroom work, schools, and communities will be considered.

3.1 **To what extent do the materials seem to be specifically directed toward students who are members of individual ethnic heritage groups? (The content may focus on one group, but still be intended for a general audience.)**

For specific groups _____ For general audience _____ / / NA

3.2 **List the predominant ethnic populations represented in your school:**

_____ _____

_____ _____

_____ _____

_____ _____

If designed for use by a specific ethnic group (see question 3.1), are the materials appropriate for any of the groups listed above? If so, circle appropriate group or groups.

Not appropriate ____ Very appropriate ____ / / NA

3.3 **How useful are these materials for students of various academic status (e.g., slow, average, gifted)?**

	0	1	2	3	4	5	6
Gifted							
Average							
Slow learners							
All students							

Not useful Useful

/ / NA

3.4 **To what extent are the materials useful for students with sensory or motor impairments?**

	0	1	2	3	4	5	6
Visually impaired							
Hearing impaired							
Physically disabled							
Other (specify)							

Not useful Useful

/ / NA

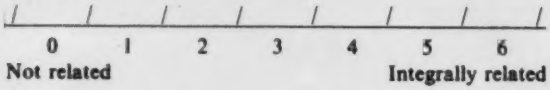
3.5 **To what extent are the materials useful for individuals as well as for small groups or an entire class?**

	0	1	2	3	4	5	6
Individual students (self-directed)							
Individual students (teacher-directed)							
Small groups (student-directed)							
Small groups (teacher-directed)							
Large groups							
Teachers							

Not useful Useful

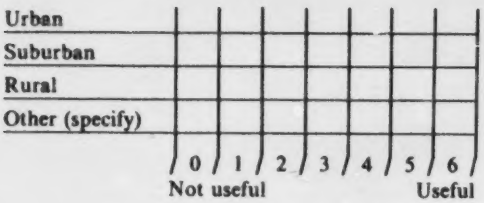
/ / NA

3.6 To what extent are these materials related to materials being used in the classroom?



NA

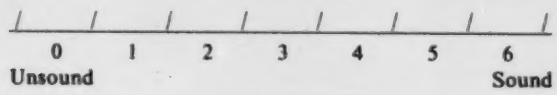
3.7 To what extent are these materials useful for students from various kinds of environments (e.g., urban, suburban, rural, integrated, segregated)?



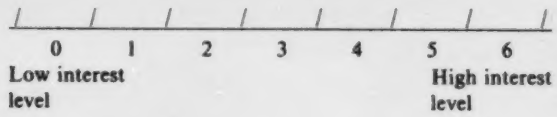
NA

4.0 Overall Evaluation

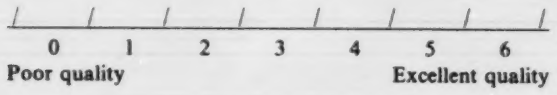
4.1 In general, how sound is the substantive content of these materials?



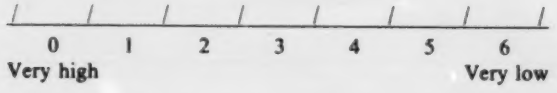
4.2 In general, to what extent would the materials be interesting and appealing to students?



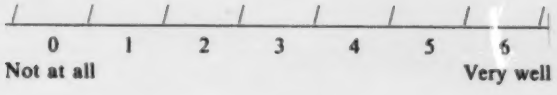
4.3 In general, what is your judgment of the physical and technical quality of the materials?



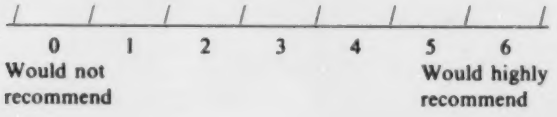
4.4 In comparison with the average cost of materials for similar purposes, how high are the costs of these materials?



4.5 How well would the materials fit into the overall needs of your library's collection?



4.6 In general, to what extent would you (the analyst) recommend these materials for use in your library/media center?



Reference Aids for Identifying Bias

This section consists of a short annotated bibliography of additional sources for analyzing ethnic studies materials. Because it is difficult for any one person to know enough about every ethnic group to determine whether a statement is really accurate or whether materials are biased or prejudiced, you may want to refer to some or all of these resources as you examine ethnic studies materials. Some of the resources contain lists of questions you might want to ask yourself as you examine ethnic studies materials, as well as checklists of important factors to consider.

ABC's of Scapegoating, by Gordon Allport (1969).

Anti-Defamation League of B'nai B'rith
315 Lexington Avenue
New York, New York 10016

This pamphlet presents background information about scapegoating—including what it is, the motivations behind it, the forms it takes, and methods for combating it.

Asia in American Textbooks: An Evaluation (1976).

The Asia Society
112 East 64th Street
New York, New York 10021

This volume contains a comprehensive review of textbooks based on a questionnaire sent to selected school districts and extensive evaluations of texts used for teaching about Asia. Along with the text evaluations, detailed critiques are presented of areas where inaccuracies occur.

Criteria for Analyzing Ethnic Bias in Instructional Material, by Charles T. Williams (no date).

Michigan Education Association
Minority Affairs Division
P.O. Box 673
East Lansing, Michigan 48823

This booklet contains the following three sections: (1) "Criteria for Analyzing Ethnic Bias in Textbook Illustrations, Films and Filmstrips," (2) "Criteria for Content Analysis of Textbooks for Ethnic Bias Relative to Cultural Pluralism," and (3) "Criteria for Content Analysis of Textbooks for Ethnic Bias Relative to Contributions." The booklet also includes definitions and instructions for scoring the materials.

Eliminating Ethnic Bias in Instructional Materials: Comment and Bibliography, by Maxine Dunfee (1974).

Association for Supervision and Curriculum Development
1701 K Street, Northwest
Suite 1100
Washington, D.C. 20006

This book contains sections on the following topics: (1) a rationale for a pluralist society, (2) evidence of ethnic bias in instructional materials, (3) efforts to change, (4) resources for educators, and (5) evaluation of instructional materials with reference to racism and sexism. Each of the first four sections includes a bibliography.

Project Stride series (1974–75).

Far West Laboratory for Educational Research and Development
1855 Folsom Street
San Francisco, California 94103

Perspectives on School Print Materials: Ethnic, Non-Sexist and Others, by Leonard C. Beckum et al. (1975).

A Guide to the Analysis of Schoolbook Content. Handbook #2: Evaluating Print Materials from a Mexican American Perspective, by Oscar Uribe, Jr., et al. (1974).

A Guide to the Analysis of Schoolbook Content. Handbook #3: Evaluating Print Materials from a Black American Perspective, by Richard L. Bains et al. (1974).

A Guide to the Analysis of Schoolbook Content. Handbook #4: Evaluating Print Materials from a Chinese American Perspective, by Shirley Sun et al. (1974).

A Guide to the Analysis of Schoolbook Content. Handbook #5: Evaluating Print Materials from a Native American Perspective, by Lowell J. Bean et al. (1974).

This series of five handbooks focuses on evaluating print materials from ethnic viewpoints, among them the perspectives of black Americans, Mexican Americans, Chinese Americans, and American Indians. Four criteria are applied to each ethnic group: validity, unity, balance, and realism.

Stereotypes, Distortions, and Omissions in U.S. History Textbooks (1977).

Council on Interracial Books for Children, Inc.
1841 Broadway
New York, New York 10023

Examining six groups—women, African Americans, Asian Americans, Chicanos, Native Americans, and Puerto Ricans—this book provides a rating instrument for evaluating texts. Of particular use are the section "Observations About New Textbooks" and the analyses of the 13 most widely used U.S. history texts.

Understanding You and Them: Tips for Teaching About Ethnicity, by Carlos E. Cortés with Fay Metcalf and Sharryl Hawke (1976).

Social Science Education Consortium, Inc.
855 Broadway
Boulder, Colorado 80302

Cortés presents a sound philosophical basis for the teaching of ethnic studies. Several sample lessons and teaching activities, along with descriptions of the types of materials available and suggestions about how to select them, are presented. Also included is an annotated listing of cognitive and affective evaluation instruments for ethnic studies.

Determining Reading Level

Almost all of the librarians who attended the Ethnic Studies Project workshops expressed a desire to learn how to determine the reading level of materials. An excellent tool for measuring reading level is the *Graph for Estimating Readability* developed by Edward B. Fry of the Rutgers University Reading Center. The Fry graph correlates at an 80-percent level with the Dale-Chall, Flesch, and Spache formulas, and it is both quick and easy to use. A sample graph is included in this section, along with instructions for using it and a worksheet.

How to Use the Fry Readability Graph

1. Randomly select three passages and count out exactly 100 words in each, starting with the beginning of a sentence. Be sure to count all proper nouns, abbreviations, and numerals. (A word is defined as a group of symbols with a space on either side; thus, "Joe," "IRA," "1945," and "&" are each one word.)

2. Count the number of sentences in each 100-word passage, estimating the length of the fraction of the last sentence to the nearest 10 percent.

3. Count the total number of syllables in each 100-word passage. If you don't have a hand counter, an easy way is to put a mark above every syllable after the first one in each word; when you get to the end of the passage, count the number of marks and add 100. Small calculators can also be used as counters by pushing the numeral 1, then pushing the + sign for each word or syllable when counting. (A syllable is defined as a phonetic syllable. Generally, there are as many syllables as vowel sounds. For example, "stopped" is one syllable and "wanted" is two syllables. When counting syllables for numerals and initializations, count one syllable for each symbol. For example, "1945" is four syllables, "IRA" is three syllables, and "7" is one syllable.)

4. Find the average sentence length and syllable length for the three passages. Here is an example of how to do that:

	Sentences per 100 words	Syllables per 100 words
100-word sample, page 5	9.1	122
100-word sample, page 89	8.5	140
100-word sample, page 150	7.0	129
	3)24.6	3)391
	8.2	130

5. Find the lines on the graph that correspond to the average sentence length (horizontal line) and average syllable length (vertical line) in the sample passages. Place a dot where the two lines intersect. The area in which the dot falls indicates the approximate grade level of the materials in terms of readability. Our sample graph shows a seventh-grade reading level.

Note: If the three sample passages show great variability, selecting and measuring several additional samples will enhance the reliability of the test. If the dot falls into one of the gray areas on the graph, the grade-level score should be considered invalid.

Fry Readability Graph Worksheet

Author: _____ Title: _____

1. Select three 100-word passages from different parts of the above-named book. One each from the beginning, middle, and end of the book is preferred.

   (a) Page no. _____ Words: _____ Sentences: _____ Syllables: _____

   (b) Page no. _____ Words: _____ Sentences: _____ Syllables: _____

   (c) Page no. _____ Words: _____ Sentences: _____ Syllables: _____

   Total Sentences: _____ Total Syllables: _____

2. (a) Add the sentences and divide by 3. Average number of sentences: _____

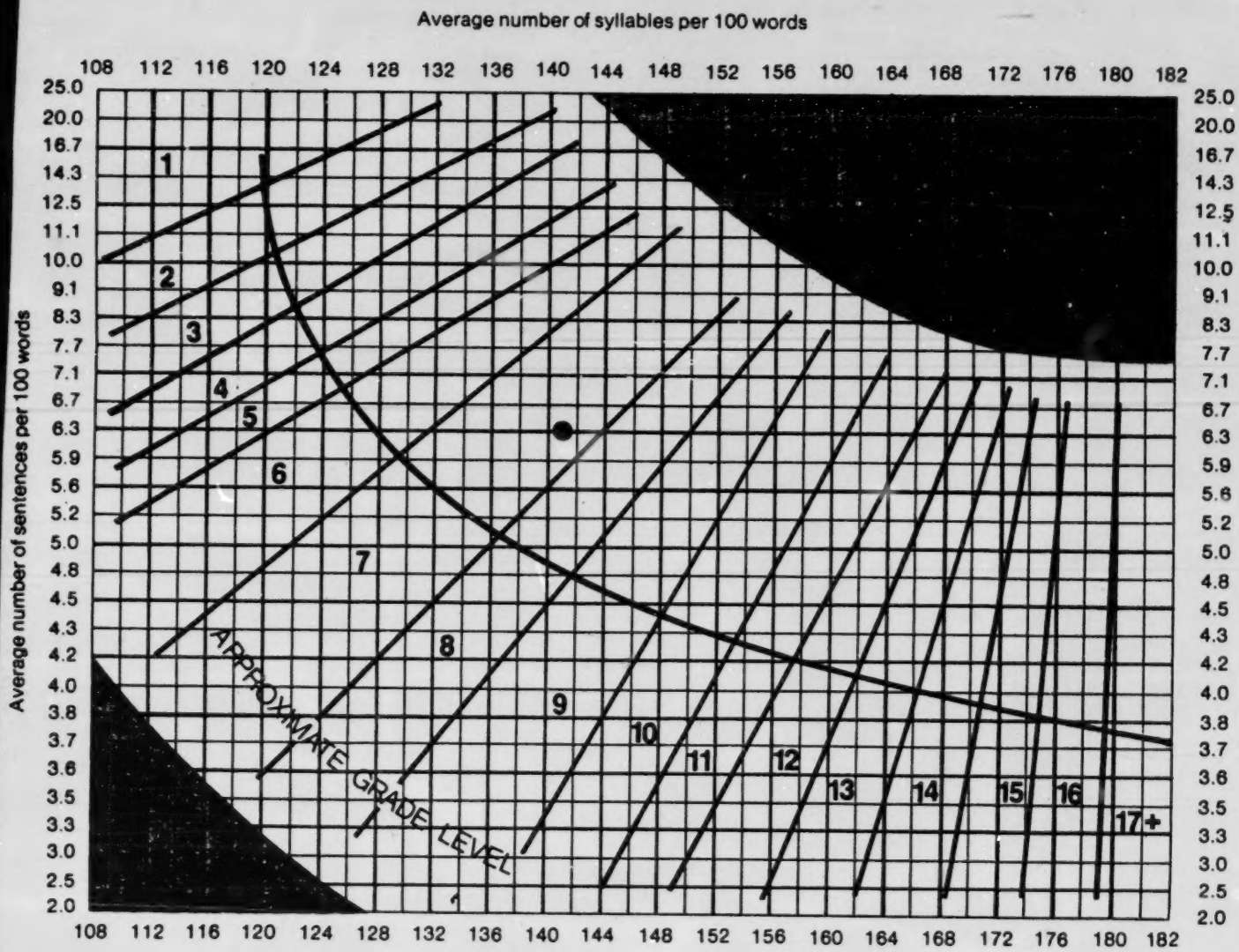
   (b) Add the syllables and divide by 3. Average number of syllables: _____

3. Plot 2a and 2b on the Fry Readability Graph. The area in which the two points meet determines the approximate reading level.

• • • •

GRAPH FOR ESTIMATING READABILITY — EXTENDED

by Edward Fry, Rutgers University Reading Center, New Brunswick, N.J. 08904



3. School Library Activities Focusing on Ethnic Groups

There are many interesting, enjoyable activities for and about ethnic groups which school librarians can implement. In one of the Ethnic Studies Project workshops, participating librarians were asked to brainstorm ideas for activities or programs dealing with ethnic groups that would be suitable for school libraries. Here are some of their ideas:

• Cultural-Awareness Week/Community Fair/Ethnic Day

Plan a week, day, or event focusing on many ethnic groups. Ask students to wear national or regional costumes, make and sell food, and participate in ethnic dances. A game booth might be fun. Play records of ethnic music. Display books and nonprint library materials dealing with ethnicity. Ask for volunteers to write an ethnic cookbook and sell it. Encourage those with strong ethnic backgrounds to bring artifacts and music. Be sure to invite parents. Perhaps ethnic clubs in the community would be interested in setting up booths.

• Roots Research/Genealogy Study

Ask students who are interested in doing so to interview their relatives and trace their family histories. (Be sure to explain that this activity is voluntary; for some students this subject will be touchy.) Students could develop books about ethnic practices in their homes and families and make their own coats of arms. Put all student-developed materials on display. Two helpful books are *Finding Your Roots: How Every American Can Trace His Ancestors at Home and Abroad*, by Jeane Eddy Weston (New York: Ballantine Books, 1977) and *Family History for Fun and Profit*, by Vincent L. Jones et al. (Salt Lake City: Publishers Press, 1972).

• Speakers

Bring in speakers of different ethnic backgrounds. Some parents may enjoy talking to students about ethnic practices and customs in their families.

• Bulletin Boards

Decorate or have students decorate bulletin boards focusing on specific ethnic groups. Art reproductions, articles about ethnic customs, posters, artifacts, and many other items can be displayed.

• Displays

Display fiction, cookbooks, art books, records, filmstrips, and other ethnic-related library materials on shelves or in shadow boxes. Focus on a single theme, such as food, art, religion, or games.

• Local Ethnic Radio Programs

Encourage students to listen to local ethnic radio broadcasts. Post program announcements on bulletin boards or in some area where students are sure to see them.

• Poetry Readings

Make available several anthologies of poetry representative of different ethnic groups. Have each student select and read a favorite poem. You might also ask students to illustrate the poems.

• Ethnic Learning Center

Set aside one small area of the library as an ethnic learning center. Establish an informal atmosphere in this area. All kinds of library materials dealing with ethnic groups—fiction, nonfiction, filmstrips, records, and magazine articles—should be kept in this center. Perhaps a weekly feature of the center could be a food or beverage from a particular ethnic group. Include some directed activities on each ethnic group for students. For example, students might be asked to select and read articles about customs in Mexico, write brief reports on them, and place their reports in a special folder or box reserved for materials about the Mexican culture.

• Daily Bulletin

Put up ethnic reminders, such as the one below, on the school bulletin board.

> September 15–16
> Did you know that on September 15–16 Chinese Americans celebrate the Moon Festival? A harvest time honoring the autumn moon, this festival is probably the most romantic of Chinese festivals, although the celebration is strictly private. Bakeries in Chinatown prepare *yuet beang* and large moon cakes decorated with likenesses of the moon and its palaces. This festival resembles our Thanksgiving holiday.

• Newsletter

Send district librarians and school faculty members an occasional newsletter describing new books, films, filmstrips, or other library materials dealing with ethnic groups.

• Oral History

Have students interview members of various ethnic groups—parents, faculty, community persons—about their ethnic heritage and customs. Record the interviews, and make the recordings available in the library. Students might want to take photographs and put together a magazine. An excellent practical guide for such an activity is the book *You and Aunt Arie: A Guide to Cultural Journalism Based on "Foxfire" and Its Descendants*, by Pamela Wood. (This book is available for $5.50 from the Institutional Development and Economics Affairs Service, 1785 Massachusetts Avenue Northwest, Washington, D.C. 20036. It is also available through the ERIC system [ED 120 090] and can be purchased on microfiche for $0.83 from the ERIC Document Reproduction Service, P.O. Box 190, Arlington, Virginia 22210.)

• Field Trips

Sponsor field trips to cemeteries, historical centers, and other local sites which might yield information about ethnic heritage.

• Personal Resource File

Develop and make available to teachers and other librarians a list of resource persons from different ethnic backgrounds who would be willing to speak to classes and help with field trips and other ethnic-related activities.

• Brown-Bag Lunch

Sponsor a "brown-bag" lunch for students and invite community persons of different ethnic backgrounds. Students can learn a great deal about ethnic culture through informal discussions.

• Book Talks

Give book talks about folk tales from different countries and books dealing with ethnic groups.

• Talent Show

Invite local performers from various ethnic groups to participate in a music and dance festival at the library. If possible, videotape the program for future use.

• Bookmarks

Make (or have students make) and sell bookmarks decorated with traditional motifs of different ethnic groups.

• Get-to-Know-Your-Neighbor Week

Encourage students to interview their neighbors to find out about their ethnic backgrounds. Use this information to make a chart or poster showing the ethnic groups represented in the neighborhood.

• "Grandmother Trunks"

One small-group or class activity would be to have students develop "grandmother trunks" containing such items as clothing, artifacts, magazine articles, art, and books that have to do with different ethnic groups. The trunks could be made available in the library or checked out for use in classrooms.

• Inservice Workshop

Conduct an inservice workshop to introduce faculty members to ethnic studies. You might want to show them a short filmstrip, *Ethnic Studies: What Is an Ethnic Group?*, produced by Educational Design, Inc. (47 West 13th Street, New York, New York 10011). This filmstrip, which is part of a package entitled *Ethnic Studies: The Peoples of America*, defines an ethnic group, discusses the unique roles ethnic groups play in the United States, and describes dimensions that give identity to an ethnic group. Use some of the resources and activities in Section I of this handbook to help teachers identify the ethnic groups represented in your school district and community. Give faculty members an overview of the ethnic studies materials available in your library, and make sure they have ample opportunity to examine the materials.

4. Ethnic Studies Bibliographies

This part of the handbook contains an annotated list of bibliographies of print and nonprint ethnic studies materials for elementary and secondary school libraries. In compiling the bibliography, the project staff used the extensive collection of material in the Social Science Education Consortium's Resource and Demonstration Center; ran a computer search of the two ERIC indexes, *Current Index to Journals in Education* (1966 to present) and *Resources in Education* (1966 to present); did a manual search of *Library Literature* (1975 to present); and solicited suggestions from the members of the project advisory council.

The list is organized into three major sections: books, ERIC documents, and journal articles. Each section is arranged alphabetically by title, and each title is numbered consecutively. At the end of the bibliography are indexes for author, title, and subject. In each index, numbers rather than names have been used to refer to entries in the list. Note that these numbers correspond to the identification numbers of the bibliographies, not to the page numbers of this handbook.

Price information has been provided in every case where such information was available. However, before ordering any document in this list it would be wise to check with the publisher for the current price. The address of the publisher appears immediately below the title, author, and publication date of each book cited.

Books

1. **About 100 Books: A Gateway to Better Intergroup Understanding,** by Ann G. Wolfe (1977).

   American Jewish Committee
   Institute of Human Relations
   165 East 56th Street
   New York, New York 10022

   This annotated bibliography cites approximately 100 books dealing with minority people published between 1972 and 1976 for elementary and secondary students. Some of the books deal with intergroup tensions and the struggle of minority people in general. Other books treat specific ethnic groups, among them Jewish Americans, blacks, Chinese Americans, Mexican Americans, and American Indians. *Paperbound, 40 pp.; $1.00.*

2. **Aids to Media Selection for Students and Teachers,** compiled by Kathlyn J. Moses and Lois B. Watt (1976). Publication no. OE 76-21002.

   U. S. Office of Education
   Washington, D.C. 20402

   This is a selected list of bibliographies and journals which review books, periodicals, and audiovisual materials of relevance to elementary and secondary school instructional programs. Only reviewing tools published since 1970 are included. Approximately 20 pages of the listing cite bibliographies of multiethnic materials. Ethnic groups treated are Asian Americans, black Americans, American Indians, Mexican Americans, Japanese Americans, Chinese Americans, Puerto Rican Americans, Jewish Americans, Appalachian Americans, Eskimos, Hawaiian Americans, European Americans, and Latin Americans. *Paperbound, 128 pp.; $2.00.*

3. **Asian Americans: Social and Psychological Perspectives,** edited by Russell Endo, Stanley Sue, and Nathaniel Wagner (forthcoming, 1978).

   Science and Behavior Books
   P.O. Box 11457
   Palo Alto, California 94306

   This book, a critique of the perspectives used by researchers in studying Asian Americans, contains two bibliographies intended for use by researchers, college professors, and students. Some of the items, however, can be used by teachers for background information on Asian Americans. The first bibliography, which is annotated, cites available bibliographies on different aspects of Asian Americans—for the most part, historical or research-oriented. The second bibliography, which is not annotated, lists books which give a historical or sociological perspective.

4. **Balch Institute Historical Reading Lists series** (1974-76).

   The Balch Institute
   18 South Seventh Street
   Philadelphia, Pennsylvania 19106

   Immigration and Ethnicity in North America, by Richard N. Juliani (1974).

   Irish in North America, by Dennis J. Clark (1974).

Swiss in North America, by Leo Schelbert (1974).

French in North America, by Betty-Bright Low (1974).

Ukrainians in North America, by Bohdan P. Procko (1974).

Portuguese in North America, by Francis M. Rogers (1974).

English in North America, by Charlotte Erickson (1975).

Welsh in North America, by David M. Ellis (1975).

South Slavs in North America, by John E. Bodnar (1975).

Finns in North America, by William Hoglund (1975).

Greeks in North America, by Evan Vlachos (1975).

Italians in North America, by Luciano J. Iorizzo (1975).

Puerto Ricans in North America, by Francesco Cordasco with Diego Castellanos (1976).

Mexicans in North America, by Joseph P. Navarro (1975).

Japanese in North America, by Harry H.L. Kitano (1975).

Chinese in North America, by Betty Lee Sung and Eileen Yip (1975).

Germans in North America, by James M. Bergquist (1975).

Scots in North America, by Roland Berthoff (1976).

Swedes in North America, by Alan Swanson (1976).

Spaniards in North America, by Noel Ortega (1976).

Poles in North America, by Caroline Golab (1975).

Norwegians in North America, by Kenneth Smemo (1976).

Carpatho-Ruthenians in North America, by Paul R. Magocsi (1976).

This series consists of 23 reading lists or bibliographies on specific ethnic groups in the United States. Each reading list begins with a one- or two-page vignette describing the experience of an immigrant belonging to the ethnic group being treated. Following the vignette is a three- or four-page bibliography of books and monographs for junior high school and high school students, college students, and graduate students. *One–100 copies $0.25 each, 101–500 copies $0.20 each, 500+ copies $0.10 each.*

5. **Bibliographical Guide to the History of Indian-White Relations in the United States,** by Francis Paul Prucha (1977).

University of Chicago Press
5801 Ellis Avenue
Chicago, Illinois 60637

This bibliographic guide, intended as a tool for persons interested in the history of Indian-white relations in the United States, is a publication of the Center for History of the American Indian at the Newberry Library. Part 1 lists the important guides and other reference works on Indian affairs in government archives and publications, manuscript collections, newspapers, and periodicals. Part 2 cites books, articles, and other published works dealing with a variety of Indian-white relations. The bibliography primarily contains items published through 1974, although a few works published later have been included. Both secondary and college students can use the materials cited. *Paperbound, 454 pp., $6.95; hardbound $17.50.*

6. **Bibliographies and Documents Series** (1970–77).

Center for Migration Studies
209 Flagg Place
Staten Island, New York 10304

Three of the books in this series are concerned with ethnic groups in the United States. Although they are intended for scholars, some of the materials could be used with senior high school students.

Bibliographic Guide to Materials on Greeks in the United States, 1890–1968, by Michael N. Cutsumbis (1970).

This guide cites print materials dealing with Greeks in the United States between the years 1890 and 1968. Books, journal articles, almanacs, guides, directories, church-related publications, and manuscript collections are listed. *Paperbound, 100 pp.; $4.50.*

Portuguese in the United States, The: A Bibliography, by Leo Pap (1976).

This publication cites books, journal articles, and other print materials dealing with Portuguese Americans. Also included is a section on the Portuguese in Portugal. The appendix cites print materials treating the Portuguese immigrants in modern Brazil, Bermuda, Canada, and Venezuela. *Paperbound, 80 pp.; $7.50.*

Italian Americans and Religion: An Annoted Bibliography, by Silvano M. Tomasi and Edward Stibili (1977).

This annotated bibliography cites print materials dealing with Italian Americans and the Catholic religion. *Paperbound, 100 pp.; $7.50.*

7. **Black Experience in Children's Books, The,** by Barbara Rollock (1974).

New York Public Library
104 West 136th Street
New York, New York 10030

Books dealing with the black experience which are suitable for both elementary- and secondary-level students are cited in this bibliography. Included are picture books, folklore, poetry and verse, biography, reference books, and periodicals. Many of the titles cited will help the white child understand the black culture. For black children, the books will provide a sense of identity and a proper historical perspective of the struggles, hardships, and successes of their own people. Varied points of view, from the conservative to the militant, are represented in the list. *Paperbound, 122 pp.; $2.50 plus $.50 postage.*

8. **Building Ethnic Collections: An Annotated Guide for School Media Centers and Public Libraries,** by Lois Buttlar and Lubomyr R. Wynar (1977).

Libraries Unlimited
P.O. Box 263
Littleton, Colorado 80160

This annotated bibliography cites print and nonprint materials on approximately 50 ethnic groups. Both materials for elementary- and secondary-level students and resources for teachers are listed. The bibliography is designed to aid media specialists, librarians, teachers, and curriculum supervisors in their efforts to establish a well-balanced media/history collection, to introduce multicultural educational curricula, and to acquaint all interested parties with the relevant materials on ethnicity and individual ethnic groups. Part 1 contains general titles on ethnicity. Part 2, the major portion of the book, cites reference sources, nonfiction titles, literature and fiction titles, and audiovisual materials for each ethnic group. Also included are a directory of producers and distributors of audiovisual materials, an author index, a title index, and an audiovisual index. *Hardbound, 434 pp.; $18.50.*

9. **Cultures in the North: Multi-Media Resource List,** compiled by Sarah A. Isto (1975).

Alaska Educational Program for Intercultural Communication
Center for Northern Educational Research
University of Alaska
Fairbanks, Alaska 99701

This publication is intended to assist elementary and secondary teachers in identifying, collecting, and assessing useful print and nonprint materials on Alaskan native cultures. Books, periodicals, films, filmstrips, and slides on the various Indian cultures of Alaska are listed. *Paperbound, 46 pp.*

10. **Emerging Minorities in America, The: A Resource Guide for Teachers** (1972).

American Bibliographical Center/Clio Press
University of California at Santa Barbara
Riviera Campus
2040 Alameda Padre Serra
Santa Barbara, California 93103

This resource guide for elementary and secondary teachers, compiled by the Santa Barbara (California) Board of Education, is designed to develop an understanding of minority cultures in the classroom. The main body of the book consists of biographical sketches of more than 500 minority-group individuals who have contributed to U.S. history and culture. These sketches are arranged by the following ethnic groups: black Americans, Asian Americans, American Indians, and Mexican Americans. In addition to the biographies, each section contains a concise historical introduction to each minority group, a bibliography of sources used to prepare the sketches, and an additional listing for each minority group of books which K-12 students and teachers can use for further reading. The guide concludes with two very useful appendices. The first appendix lists periods in U.S. history along with the names of persons in each minority group who have made contributions to society during those periods. The second appendix contains an alphabetical listing of fields or occupations—such as acting, boxing, or astronomy—along with the names of persons from each ethnic group who have made contributions in those areas. *Hardbound, 256 pp.; $13.75.*

11. **Ethnic American Minorities: A Guide to Media and Materials,** edited and compiled by Harry A. Johnson (1976).

R.R. Bowker
1180 Avenue of the Americas
New York, New York 10036

This book provides historical and cultural background information about and an annotated listing of instructional materials and media on four major minorities: black Americans, Asian Americans, American Indians, and Spanish-speaking Americans. It is designed to assist librarians, administrators, teachers, and students in developing a more comprehensive view of the history and diverse cultures of America. The materials cited in the annotated bibliographies are intended for both teachers and students. Included are journal articles, 16mm films, filmstrips, slides, transparencies, records, audio cassettes, video cassettes, study prints, pictures, posters, and graphics. *Hardbound, 304 pp.; $16.50.*

12. **Ethnic Groups in Ohio With Special Emphasis on Cleveland: An Annotated Bibliographical Guide,** by Lubomyr R. Wynar (1975).

Ethnic Heritage Studies Program
Cleveland State University
Cleveland, Ohio 44115

This bibliography lists and describes reference books and monographs on ethnic groups in the United States which are suitable for secondary-school students. Although books on ethnic groups in Ohio are emphasized, the many citations of publications dealing with ethnic groups throughout the United States make this a useful list to any educator. The following groups are treated: American Indians, Appalachians, Arab Americans, black Americans, Byelorussian Americans, Chinese Americans, Croatian Americans,

Czechoslovakian Americans, Danish Americans, Dutch Americans, Estonian Americans, Finnish Americans, German Americans, Greek Americans, Hungarian Americans, Irish Americans, Italian Americans, Japanese Americans, Jewish Americans, Lithuanian Americans, Norwegian Americans, Polish Americans, Puerto Rican Americans, Romanian Americans, Russian Americans, Scottish Americans, Serbian Americans, Slavic Americans, Slovenian Americans, Swedish Americans, Swiss Americans, and Ukrainian Americans. *Paperbound, 254 pp.*

13. **Image of Pluralism in American Literature, The: An Annotated Bibliography on the American Experience of European Ethnic Groups**, by Babette F. Inglehart and Anthony R. Mangione (1974).

    Institute on Pluralism and Group Identity
    American Jewish Committee
    165 East 56th Street
    New York, New York 10022

    This annotated bibliography cites secondary- and college-level print materials dealing with European ethnic groups. It is intended to help teachers of English and the social sciences improve the self-images of students who have immigrant parents and grandparents. The bibliography lists fiction, drama, biographies, poetry, history, and criticism for the following ethnic groups: Armenian Americans, Dutch Americans, German Americans, Greek Americans, Hungarian Americans, Irish Americans, Italian Americans, Jewish Americans, Polish Americans, Scandinavian Americans, and Slavic Americans. *Paperbound, 74 pp.; $1.50.*

14. **Literature by and About the American Indian: An Annotated Bibliography**, by Anna Lee Stensland (1973).

    National Council of Teachers of English
    1111 Kenyon Road
    Urbana, Illinois 61801

    This annotated bibliography cites books by and about American Indians that can be used with junior and senior high school students. Although the emphasis is on legend, poetry, fiction, and biography, historical, anthropological, and sociological books are also included. This volume is currently being updated by the NCTE. The revised edition will be available sometime in 1979. *Paperbound, 208 pp.; $3.95 for NCTE members, $5.50 for others.*

15. **Multicultural Materials: A Selective Bibliography of Adult Materials Concerning Human Relations and the History, Culture and Current Social Issues of Black, Chicano, Asian American and Native American Peoples**, by Margaret S. Nichols and Peggy O'Neill (1974).

    Multicultural Resources
    Box 2945
    Stanford, California 94305

    This bibliography cites materials dealing with human relations and the history, culture, and social issues of the blacks, Chicanos, Asian Americans, and American Indians. The materials cited are intended for adults. Histories, biographies, fiction, poetry, drama, legends, art, music, and periodicals are cited. A directory of publishers is included. *Paperbound, 49 pp.; single copy $2.50, 10 or more copies $2.00 each.*

16. **Multicultural Resources for Children: A Bibliography of Materials for Preschool Through Elementary School in the Areas of Black, Spanish-Speaking, Asian American, Native American, and Pacific Island Cultures**, by Margaret S. Nichols and Peggy O'Neill (1977).

    Multicultural Resources
    Box 2945
    Stanford, California 94305

    This bibliography lists the children's sections of a demonstration collection of multicultural materials for all ages. Assembled during the past eight years and based at different times in various cities in the San Francisco Bay Area, the collection is now located at California State University at Hayward. The library lends exhibits of materials to schools, libraries, human-relations groups, and other organizations. Items cited include folk tales, myths, legends, picture books, poetry, plans, crafts, games, social studies materials, pictures, posters, maps, study prints, and materials from foreign publishers. A few items listed are no longer in print but are still available for loan in many libraries. *Paperbound, 205 pp.; single copy $4.00, 10 or more copies $3.50 each.*

17. **Multi-Ethnic Media: Selected Bibliographies in Print**, coordinated by David Cohen (1975).

    American Library Association
    50 East Huron Street
    Chicago, Illinois 60611

    This booklet lists bibliographies of multiethnic print and nonprint materials that can be used with elementary and secondary students. Ethnic groups treated include Asian Americans, black Americans, American Indians, Mexican Americans, Puerto Rican Americans, Chinese Americans, Japanese Americans, Jewish Americans, Italian Americans, and Eskimos. The bibliography is divided into three sections. The first section contains bibliographic essays explaining the criteria used for selecting the recommended materials. The second section consists of bibliographies of materials to be used primarily with children and young adults. The third section cites sources of information on ethnic groups, among them newsletters, journals, and bulletins. *Paperbound, 33 pp.; $2.00.*

18. **Multimedia Materials for Afro-American Studies: A Curriculum Orientation and Annotated Bibliography of Resources**, edited and compiled by Harry A. Johnson (1971).

R.R. Bowker
1180 Avenue of the Americas
New York, New York 10036

This resource guide is a selective, annotated bibliography of multimedia materials on black studies for use in the elementary through university levels. Part 1 contains four position papers by black educators which discuss the educational problems and needs of blacks and provide a rationale for integrating black studies into the school curriculum. Part 2 cites nonprint materials—in addition to a list of 100 relevant paperbound books—dealing with the black culture and heritage and black contributions to the growth and development of the United States. Part 3 lists audiovisual materials that deal with the people and states of Africa. Approximately half the entries are 16mm films; the rest are filmstrips, records, audio and video tapes, kinescopes, transparencies, study prints, multimedia kits, and paperbound books. *Hardbound, 353 pp.; $22.50.*

19. **Native American Evaluations of Media Materials** (no date).

National Indian Education Association
Project MEDIA
1115 Second Avenue South
Minneapolis, Minnesota 55403

The first edition of the Project MEDIA (Media Evaluation and Dissemination by Indian Americans) catalog cites approximately 4,000 print and nonprint materials by, about, and for Native Americans. Included are materials for elementary, secondary, and college students and adults. Subject, title, and author entries are listed alphabetically. Each entry is annotated, and the intended audience and cost are indicated. Many entries are accompanied by evaluations written by members of the tribes referred to in the material. Cumulative quarterly supplements to the catalog will be produced by the Project MEDIA computer data base. *Two-volume catalog $50.00, cumulative supplement $70.00.*

20. **Newberry Library Series**, edited by Francis Jennings (1976-77).

Indiana University Press
Bloomington, Indiana 47401

Apaches, The: A Critical Bibliography, by Michael E. Melody (1977).

Indians of California, The: A Critical Bibliography, by Robert F. Heizer (1976).

Indians of the Subarctic, The: A Critical Bibliography, by June Helm (1976).

Native American Historical Demography: A Critical Bibliography, by Henry F. Dobyns (1976).

Navajos, The: A Critical Bibliography, by Peter Iverson (1976).

Ojibwas, The: A Critical Bibliography, by Helen Hornbeck Tanner (1976).

Plains Indians, The: A Critical Bibliography, by E. Adamson Hoebel (1977).

United States Indian Policy: A Critical Bibliography, by Francis Paul Prucha (1977).

This series of bibliographies is intended as a guide to reliable sources of information on studies dealing with the American Indians. It was written for both beginning students and advanced scholars. Some of the books are devoted to culture areas; others treat individual tribes; and a third group of books deal with significant contemporary and historical issues. Each book has two main parts: an essay conveniently organized by subheadings and an alphabetical list of all works cited. Works suitable for secondary students are asterisked. *Paperbound: $3.95.*

21. **Selected Annotated Bibliography for Teaching English to Speakers of Vietnamese**, compiled by Barbara Robson and Kenton Sutherland (1975).

Center for Applied Linguistics
1611 North Kent Street
Arlington, Virginia 22209

This publication provides information about classroom and resource materials for teaching English to Vietnamese people of all ages. Both print and nonprint materials are listed. Included are textbooks, readers, dictionaries, reference materials, filmstrips, and other supplementary materials. This bibliography is part of the Vietnamese Refugee Education Series. *Paperbound, 58 pp.; $1.50.*

22. **Teaching the Jewish Experience in America: Units and Resources**, by Max Nadel (1975).

American Association for Jewish Education
114 Fifth Avenue
New York, New York 10011

This publication contains five sample instructional units for junior and senior high school students on various aspects of the American Jewish experience, in addition to a list of relevant reading materials. The bibliography entries, which are briefly annotated, cite many different kinds of print materials, among them novels that deal with problems faced by the American Jew; Jewish biographies, autobiographies and memoirs; histories of the beginnings, growth, and contributions of Jewish communities; anthologies dealing with the Jewish experience in America; poetry; and drama. A few examples of filmstrips, slide programs, kinescopes, films, and realia are also cited. *Paperbound, 81 pp.; $1.25.*

23. **Words Like Freedom: A Multi-Cultural Bibliography** (no date).

California Association of School Librarians
P.O. Box 1277
Burlingame, California 94010

This annotated bibliography, compiled by the Human Relations Committee of the CASL, is a select listing of evaluated materials which represent many points of view about the history, culture, and current concerns of American Indians, Asian Americans, black Americans, and Mexican Americans. Although all of the materials cited were designed for adults, many are applicable for classroom use at the secondary level. Both print and nonprint materials, including journal articles, surveys, books, biographies, poetry, anthologies, art work, newsletters, newspapers, filmstrips, 16mm films, and records, are cited. *Paperbound, 77 pp.; $4.95.*

ERIC Documents

The documents in this section are those that have been processed by the Educational Resources Information Center clearinghouse for the monthly ERIC index, *Resources in Education (RIE).* Check each document summary for availability information. If you want to read the entire document, find out whether a local library or instructional media center subscribes to the ERIC microfiche collection. If an ERIC collection is not accessible, or if you wish to obtain a personal copy of the document in either microfiche (MF) or hard copy (HC), write to ERIC Document Reproduction Service (EDRS), Computer Microfilm International Corporation, P.O. Box 190, Arlington, Virginia 22210, or to the publisher indicated in the summary. The prices provided with each abstract were accurate as of September 1, 1978.

24. **Amebook: A Multi-Ethnic Bibliography** (1976). ED 139 382.

Hartford County Public Schools
Bel Air, Maryland

This annotated bibliography lists selected reference resources and representational writings which reflect culture patterns and contemporary problems. The materials cited are intended for elementary- and secondary-school students. The literature is limited to ethnic groups with readily identifiable physical distinctiveness within the territorial United States. Black, Mexican, Eskimo, American Indian, and Chinese literatures are represented. The index is alphabetically arranged by title. *40 pp. EDRS price: MF $0.83, HC $2.06; plus postage.*

25. **American Diversity: A Bibliography of Resources on Racial and Ethnic Minorities for Pennsylvania Schools** (1970). ED 054 036.

Bureau of General and Academic Education
Pennsylvania State Department of Education
Harrisburg, Pennsylvania

This bibliography was compiled to help K-12 school personnel locate resources to implement a curriculum regulation (adopted by the Pennsylvania State Board of Education in May 1968) requiring that each course of state and U.S. history taught in the elementary and secondary schools include the major contributions made by Negroes and other racial and ethnic groups. Sections are devoted to each of the major minorities, to multiethnic materials for two or more of these groups, and to descriptions of some of the many ethnic groups that have contributed to American cultural diversity. The final section lists resources for intergroup education to provide perspective, background content, and suggested methodology. This guide is an expanded version of the original resource guide, *From Slavery to Protest*, designed to incorporate African-American materials with content about other minority groups. (See entry 54 for information about the 1971 supplement.) *250 pp. EDRS price: MF $0.83, HC $12.71; plus postage.*

26. **American Jewish Experience, The: A Graded, Annotated Bibliography for Grades 7-12, Part 2. Jews in Israel and in Other Lands Abroad: A Graded, Annotated Bibliography for Grades 7-12, Part 3** (1972). ED 107 587.

American Association for Jewish Education
New York, New York
and
Educational Research Council of America
614 Superior
Cleveland, Ohio 44113

Described in this abstract are the second and third parts of three annotated bibliographies of available materials on the Jewish experience. The bibliographies, devoted essentially to secular Jewish studies, are designed to make students aware of the rich and pluralistic cultural heritage Jews have brought to America through the Jewish experience. Part 2 focuses on the available educational resources which enhance understanding of the Jewish culture and religion. Arranged by subject area, it lists books under the categories of reference, history and religion, sociology, intergroup relations, biography and autobiography, literature, and fiction. Part 3 focuses on Israel as well as other Jewish communities throughout the world. Arranged by geographical areas, it takes the form of an information guide to a world tour of the Jewish communities in Israel, Asia, Australia, Austria, Canada, England, France, Germany, Latin America, and the Soviet Union and its satellites. Within geographic and subject categories, works are arranged alphabetically by author. Materials data from 1940 to 1971, with the majority written in the late 1960s and early 1970s. Not described here is Part 1 of the series, *World Jewish History, Religion, and Culture: A Graded, Annotated Bibliography for Grades 7-12*, which is out of print. Not available from EDRS; order from Educational Research Council of America. *40 pp; $0.50 each.*

27. **American Potpourri: Multi-Ethnic Books for Children**

and Young Adults. A Bibliography Based on the Acquisitions of the Educational Materials Center, by Mary DeWitt Billings et al. (1977). Publication no. OE 77-01601. ED 137 177.

U.S. Office of Education
Washington, D.C.

This selective annotated bibliography lists multiethnic books published in 1975 and 1976. Section 1, which deals with books for preschool and beginning readers, describes 13 fiction and 5 nonfiction entries stressing self-concept and understanding of Mexican and American Indian cultures. Section 2 describes 20 fiction and 13 nonfiction books for the middle grades. The fiction materials include stories about Jews, American Indians, Vietnamese orphans, blacks, Quakers, and Scandinavians. Many of the nonfiction books relate the life stories of such famous people as Muhummad Ali, Walt Frazier, and Paul Robeson. Twenty-one fiction and 16 nonfiction works are included in the section for young adults (age 12 and over). Many of the fiction stories in this section describe the problems of ethnic group adolescents in modern or Colonial times. The life styles of American Indians and Amish groups are described in several of the nonfiction books. A section devoted to Spanish-language, bilingual, and translated books contains six resources which may be helpful in teaching or learning Spanish or English at any grade level. All entries in the bibliography give information about title, author, illustrator, publisher, date, pages, specific grade level, and annotations. *13 pp. EDRS price: MF $0.83, HC $1.67; plus postage.*

28. **Annotated Bibliography of Multi-Ethnic Curriculum Materials** (1974). ED 114 378.

Midwest Center for Equal Educational Opportunity
408 Hitt Street
Columbia, Missouri 65201

This annotated list of multiethnic curriculum materials for the elementary, secondary, and college levels was compiled by the Midwest Center for Equal Educational Opportunity at the University of Missouri. The entries are organized by type of material; among the categories are 16mm films, filmstrips, sound recordings, photo aids, learning kits and packets, simulations and games, booklets, and books. Each entry includes the following information: name of author, editor, or compiler; title; publisher; purchase price; source reference number; description of materials; and level of use. Names and addresses of the sources from which materials may be purchased are also provided. Six supplemental volumes published from 1975 to 1977, including the index to the series, are described below. *165 pp. EDRS price: MF $0.83, HC $8.69; plus postage.*

First Supplement (1975). *ED 114 379. 71 pp. EDRS price: MF $0.83, HC $3.50; plus postage.*

Second Supplement (1975). *ED 114 380. 24 pp. EDRS price: MF $0.83, HC $1.67; plus postage.*

Third Supplement (1975). *ED 114 381. 83 pp. EDRS price: MF $0.83, HC $4.67; plus postage.*

Fourth Supplement (1976). *ED 129 703. 55 pp. EDRS price: MF $0.83, HC $3.50; plus postage.*

Fifth Supplement (1977). *ED 150 076. 96 pp. EDRS price: MF $0.83, HC $4.67; plus postage.*

Annotated Bibliography of Multi-Ethnic Curriculum Materials Index (1977). Not available from EDRS; order from Midwest Center for Equal Educational Opportunity. *Paperbound, 139 pp.; free to school districts.*

29. **Bibliography of Ethnic Heritage Studies Program Materials**, by Greta Kotler et al. (1976). ED 148 983.

National Center for Urban Ethnic Affairs
National Education Association
Washington, D.C.

The Ethnic Heritage Studies Program was designed to teach students about the nature of their heritage and to study the contributions of the cultural heritage of other ethnic groups. This is a bibliography of materials developed by projects which received federal Ethnic Heritage Studies Program grants during the fiscal years 1974–75 and 1975–76. Information for the bibliography was obtained primarily from questionnaires sent to the directors of the Ethnic Heritage Studies projects. These questionnaires asked for descriptions of all materials, identification of the ethnic groups included in the materials, and data about audiences, teaching objectives, and ordering. Materials were also collected and reviewed by the staffs of the National Center for Urban Ethnic Affairs and the National Education Association Ethnic Heritage Studies Project. The materials listed in this bibliography are organized by state and indexed by ethnic group, audience, subject, and type. *41 pp. EDRS price: MF $0.83, HC $2.06; plus postage.*

30. **Curriculum Materials: A Selected Bibliography. A Sample of Curriculum Materials Reviewed to Test Analysis Instruments in the California Ethnic Heritage Program, 1974–1975** (1975). ED 123 159.

California State Department of Education
Sacramento, California

This annotated listing cites 60 print and nonprint K-12 curriculum projects dealing with ethnic groups which were reviewed to test the analysis instrument developed by the California Ethnic Heritage Program. The curricula that were reviewed treat many ethnic groups and include textbooks, films, filmstrips, student resource materials, and teacher resource materials. The following information is provided for each entry: grade level, price, source, general description and purpose, ethnic perspective, multiethnic perspective, instructional utilization, and critical summary. *64 pp. EDRS price: MF $0.83, HC $3.50; plus postage.*

31. **Czech Contributions to the American Culture**, by Leroy F. Psencik (1970). ED 053 023.

Texas Education Agency
Austin, Texas

This bibliographic essay describes 46 books and periodicals covering the historical, cultural, literary, musical, artistic, religious, culinary, and educational aspects of the Czech experience. Special attention is focused on the role of Czechoslovakians in Texas. The materials cited can be used at the secondary or college level. Librarians and teachers can also use many of the materials for background reading. The entries range from cookbooks and language primers to biographies and scholarly histories. Most of the documents mentioned are in English; a few are in Czech. Full bibliographic information, including price and availability, is provided for each of the publications described. *17 pp. EDRS price: MF $0.83, HC $1.67; plus postage.*

32. **Ethnic History in Pennsylvania: A Selected Bibliography**, by John E. Bodnar (1974). ED 098 111.

Pennsylvania State Historical and Museum Commission
Harrisburg, Pennsylvania

This bibliography provides a selective listing of both primary and secondary sources dealing with ethnic groups in Pennsylvania history. Books and articles published between 1835 and 1974 are listed for students at the college and high school levels. Materials for the following ethnic groups are provided: Asians, Dutch, English, Finns, French, Germans, Greeks, Hungarians, Irish, Italians, Jews, Lithuanians, Mexicans, Negroes, Norwegians, Poles, Puerto Ricans, Scots, Scotch-Irish, Slavic groups other than Poles, Swedes, Swiss, and Welsh. Special emphasis is given to materials on Germans and Negroes; the listings on Negroes are divided into two sections: materials dealing with nonslaves and materials about slaves. *50 pp. EDRS price: MF $0.83, HC $2.06; plus postage.*

33. **Ethnic Studies Resource Manual** (1976). ED 123 179.

Massachusetts Bicentennial Commission
Boston, Massachusetts

Designed to help teachers prepare ethnic studies units and exhibits during the Bicentennial period, this resource manual lists 387 publications, resource organizations, audiovisual aids, learning kits, music and records, and student readings published between 1935 and 1975 which deal with various ethnic groups. The major portion of the manual is devoted to a bibliography of 358 student readings which includes elementary- and secondary-level citations for 41 different ethnic groups. *34 pp. EDRS price: MF $0.83, HC $2.06; plus postage.*

34. **Ethnicity and American Group Life: A Bibliography**, compiled by Perry L. Weed (1972). ED 073 208.

American Jewish Committee
Institute of Human Relations
New York, New York

This bibliography grew out of a broad-scale effort by the American Jewish Committee to focus attention on the positive aspects of multiethnicity in our society and to encourage deeper study and programming for solving the problems of polarization, fragmentation, and white ethnic alienation. While this bibliography is selective, it attempts to provide a survey of the literature on American ethnic groups with an emphasis on those groups which had been largely ignored until recently. The materials cited can be used at the high school or college level, and many of them would provide good background reading for librarians and teacners. Material is included on the immigrant experience, political and social development, and contemporary rediscovery and resurgence. (The majority of the literature in the last category is popular and journalistic.) The contents are organized into eight sections: (1) general (overviews, theoretical discussions of ethnicity and identity, broad descriptive materials), (2) history (immigration, early settlement patterns), (3) politics (voting studies, community analyses, analysis of political and social issues), (4) neighborhoods (ethnic enclaves, residential concentration), (5) religion, (6) socioeconomic and intergroup issues (group conflict, attitudes, sociological analysis, coalition building, trade union role), (7) education (ethnic influence on schools, school impact on ethnic groups, ethnic studies), and (8) community studies. *26 pp. EDRS price: MF $0.83, HC $2.06; plus postage.*

35. **Focus on Ethnic Literature in the Classroom**, edited by Harold O. Spicer (1977). ED 139 037.

Indiana Council of Teachers of English
Terre Haute, Indiana

This booklet contains five articles that list and discuss materials helpful to the teacher of ethnic literature. The articles deal with the following topics: books about Mexican Americans for students in grades one through six; basic critical materials that would be useful to anyone wishing to teach or study the literature of black America; materials which are appropriate for four types of ethnic literature courses—comprehensive courses, courses on specific ethnic groups, courses that are genre specific, and courses on specific topics; films and filmstrips about people in various ethnic groups; and bibliographies of materials related to Native-American studies. *34 pp. EDRS price: MF $0.83, HC $2.06; plus postage.*

36. **Guide to Materials for Ethnic Studies**, revised edition, by Wendy Onouye (1972). ED 090 111.

Shoreline Community College
Learning Resources Center
Seattle, Washington

The guide, a revision of the one issued in 1971, lists the ethnic studies materials in the Learning Resources Center of Shoreline Community College in Seattle, Washington. The

bibliography was compiled to help the library assess its collection. Most materials cited were published in the 1960s and 1970s. The resources are appropriate for high school or college students. The bibliography is arranged alphabetically by subject and deals with materials about the following ethnic groups: Afro Americans, Asian Americans, Mexican Americans, and Native Americans. About half of the guide is devoted to Afro-American materials. Within each ethnic group, the listings are organized according to type of material—reference works, books and microforms, periodicals, and media materials. Works on Africa and Mexico are listed separately. A section on general works which pertain to all ethnic groups and race relations is also provided. The information for each item cited consists of author, publishing company, date, and Dewey decimal classification number. *178 pp. EDRS price: MF $0.83, HC $10.03; plus postage.*

37. **Jewish Americans and Their Backgrounds: Sources of Information**, compiled by Edward Herman et al. (1976). ED 124 469.

Office for Library Service to the Disadvantaged
American Library Association
50 East Huron Street
Chicago, Illinois 60611

This annotated bibliography cites bibliographic essays, annotated bibliographies, periodicals, and professional organizations which are sources of information on Jewish Americans. The publication is intended as a selection tool to help school and college libraries meet the increased demand for ethnic materials. Most items cited were published in the 1970s. While many entries are intended for undergraduates, materials suitable for elementary- and secondary-level students and general adult readers are emphasized. Part 1 lists bibliographic essays. Part 2 cites bibliographies of books, films, filmstrips, pamphlets, articles, and primary sources; it includes teachers' study guides, a curriculum guide, and a resource unit. Part 3 describes directories, journals, and newsletters. Part 4 describes the objectives, services, and publications of professional organizations. The appendix briefly describes two significant organizations in the field, the Association of Jewish Libraries and the Church and Synagogue Library Association. *31 pp. EDRS price: MF $0.83 plus postage.* Hard copy not available from EDRS. Order from American Library Association. *Paperbound: $1.50.*

38. **Jewish Studies in the Secondary School: Materials and Sources, 1881–1917: The Great Migration**, by Mark Goldberg (1972). ED 058 143.

American Historical Association Education Project
State University of New York
Stony Brook, New York

During the period covered by this annotated bibliography the Jewish population in the United States increased tenfold, to 2.5 million. Approximately 90 percent of the immigrants came from Eastern Europe, with a large proportion of them settling in New York City's lower east side. The print sources cited represent a variety of disciplines and forms of discourse, among them history, sociology, short stories, novels, essays, letters, and reportage. All items are housed in the Main Branch of the New York City Public Library; many are available on interlibrary loan and commercially. Suggestions for reproducing works with expired copyrights are included. The publications were written both recently and earlier during the 37-year period covered, by both Jewish and non-Jewish authors. Most of them focus on Jewish life in the *shtetl* (Eastern European village) and in America, especially New York City. All the books are in English; some are translations from the original Yiddish. *17 pp. EDRS price: MF $0.83, HC $3.50; plus postage.*

39. **Kaleidoscope: A Directory of Resource Materials for Ethnic Education, K–12**, compiled by Evalyn M. Dearmin (1974). ED 103 519.

Research and Educational Planning Center
University of Nevada at Reno
and
Nevada State Department of Education
Dawson Building, Suite 234
4055 South Spencer Street
Las Vegas, Nevada 89109

As the "melting pot" theory of American society has become discounted, educators have made a more-resolute effort to relieve the distress of the culturally different student by identifying difference as a positive quality and by creating among all students an awareness of the incredibly rich and various inheritance America has garnered from its diverse ethnic groups. This directory was prepared in response to requests from teachers for information about suitable materials for ethnic education. The directory is organized according to six instructional categories: social studies/history, reading, bilingual/dialect education, music, art, and mathematics. Each category contains subsections for curriculum guides, publications, and audiovisual materials concerning black, Hispanic, Native American, and Oriental ethnic groups. A separate section has been compiled for Basques. Most of the annotations were taken from publishers' catalogs, book introductions, bibliographies, state departments of education guides and publications, and letters from concerned and interested educators. Approximate grade levels are indicated. Audiovisual materials are listed at the end of each section and are identified in parentheses. Addresses are supplied for companies or private presses which might otherwise be difficult to locate. Not available from EDRS. Order from Nevada State Department of Education. *146 pp.; free.*

40. **Local Library Resources for a Multi-Ethnic Curriculum: A Model Program in Multi-Ethnic Heritage Studies** (no date). ED 115 633.

Mankato State College
Mankato, Minnesota

The sources listed in this bibliography are materials available in the Mankato State College Memorial Library. The materials are arranged alphabetically by subject. Both print and nonprint materials are included. The subject headings are those used by the Library of Congress. Materials are organized according to the following ethnic groups: Asian Americans, German Americans, Norwegian Americans, Irish Americans, Jewish Americans, Afro Americans, Mexican Americans, and Swedish Americans. There is also a section containing an annotated bibliography of Afro-American, Mexican-American, and multiethnic studies resources designed specifically for classroom use. This section is divided into elementary print materials and secondary print materials and arranged alphabetically by subject. *240 pp. EDRS price: MF $0.83, HC $12.71; plus postage.*

41. **Materials and Human Resources for Teaching Ethnic Studies: An Annotated Bibliography** (1975). ED 128 233.

Social Science Education Consortium
855 Broadway
Boulder, Colorado 80302

This selective annotated bibliography identifies more than 1,000 K-12 materials for teaching ethnic studies. The majority of the materials listed were published after 1965. With a few exceptions, the materials deal only with the experiences and lives of ethnic peoples in the United States. Selection of materials was done by scholars in the field who recommended documents they considered "musts." The major organizer for listing the materials is regional category of ethnic group: Afro Americans, Asian Americans, British Americans, Central and Western European Americans, Eastern European Americans, Irish Americans, Italian Americans, Jewish Americans, Latin Americans and Caribbean Americans, Mediterranean Americans, Mexican Americans, Native Americans, Scandinavian Americans, and religious groups. Within each group, entries are arranged by type: curriculum materials, student resources, teacher resources, and films. The majority of materials are rated on their format, accuracy, intercultural understanding, and educational quality. Also provided are listings of ethnic organizations, human resources, and publishers of ethnic materials. *284 pp. EDRS price: MF $0.83, HC $15.39; plus postage.* Also available from Social Science Education Consortium (order publication no. 184). *Paperbound; $7.95.*

42. **Mexican American Bibliography: A Collection of Print and Non-Print Materials**, compiled by Anne Hyland (1974). ED 103 331.

Mexican American Curriculum Office
Toledo Public Schools
Toledo, Ohio

This annotated bibliography of materials gathered from 1971 to 1974 offers K-12 teachers and students a listing of available print and nonprint resources on Mexican-American history, primarily in the social studies areas. The materials address themselves to the history, heritage, pride, and contributions of Mexican Americans. The following topics are covered: Mexico, the Indians of Mexico and their culture, the development and growth of the American Southwest, and the role of Mexican-American people in shaping present-day American life. All materials listed in this catalog are owned and housed at the curriculum office. Although they are all available for circulation, priority is given to Toledo schools. The materials listed comprise books, records, filmstrips, tapes, 16mm films, realia, and periodicals, along with necessary purchasing information. Materials are listed alphabetically by author, title, and subject. The final pages of the catalog contain an alphabetical list of addresses for producers, distributors, publishers, and jobbers which might otherwise be difficult to locate. *90 pp. EDRS price: MF $0.83 plus postage.* Hard copy not available from EDRS. Order from University Microfilms (300 North Zeeb Road, Ann Arbor, Michigan 48106). *$9.95.*

43. **Mexican American in Library Materials, The**, by Anne Hyland (1974). ED 103 320.

Mexican American Curriculum Office
Toledo Public Schools
Toledo, Ohio

This resource guide provides the librarian with a selected bibliography of Mexican-American literature and social studies materials. According to the author, although inaccurate and stereotyped materials are abundant, some good materials are being produced. The first section contains a discussion and general evaluation of the available resource materials on the Mexican American. The second section consists of bibliographic listings of available materials for K-12 students in both literature and social studies. A list of the descriptors used in the ERIC system and of the subject headings used in the bibliographic indexing is also included. Section 3 discusses the cataloging problems related to Mexican-American materials. An annotated list of 16mm films concludes the bibliographic sources. The last two sections give suggestions for bulletin board displays and arts and crafts. *97 pp. EDRS price: MF $0.83, HC $4.67; plus postage.*

44. **Mexico: A Selected Bibliography of Sources for Chicano Studies**, by David R. Maciel (1975). ED 123 002.

Chicano Studies Center
University of California at Los Angeles
405 Hilgard Avenue
Los Angeles, California 90024

Compiled to provide a basic guide to secondary sources on Mexico, this bibliography cites more than 400 books, articles, and dissertations published between 1900 and 1974. Arranged alphabetically by the authors' last names, the materials, which were published both in Mexico and in the United States, are organized into the following categories: reference works and bibliographies, general works on

Mexico, history, politics, foreign relations, economic aspects, social conditions, women, national character, education, cultural aspects, literature, the arts, and philosophy. *38 pp.* Not available from EDRS. Order from the Chicano Studies Center. *$2.00.*

45. **Minority Experience, The: A Basic Bibliography of American Ethnic Studies**, revised and enlarged edition, compiled by Ron Caselli (1975). ED 111 902.

Sonoma County Schools
Santa Rosa, California

Approximately 1,500 books published between 1940 and 1974 constitute this revised edition of the 1970 *Minority Experience* bibliography. The first edition focused on Afro Americans and Native Americans; additional sections on Asian Americans, European Americans, and Mexican Americans have been incorporated into this revised edition. Most of the documents listed were chosen because they provide a historical approach to current problems. Within specific disciplines, the entries are arranged under such topics as civil rights, black power, race issues, immigration, social systems, socialization, bilingualism, and religion. *106 pp. EDRS price: MF $0.83, HC $6.01; plus postage.*

46. **Model Program in Multi-Ethnic Heritage Studies: Annotated Bibliographies of Ethnic Studies Materials**, edited by Don Paquette (no date). ED 114 397.

Minority Group Study Center
Mankato State College
Mankato, Minnesota

This annotated bibliography contains evaluations of selected source materials in ethnic studies for teachers and students. It is divided into five sections: multiethnic resources, Italian-American resources, Polish-American and Slavic-American resources, German-American resources, and Norwegian-American and Swedish-American resources. At the end of every annotated entry are evaluations by various journals and by the bibliography editor. The sources were examined to determine whether they covered the following aspects of the ethnic groups: (1) history and conditions of the people in the particular country, (2) reasons for immigration, (3) experiences of groups and individuals as they underwent immigration and resettlement, (4) attitudes of other people in America toward the ethnic group, (5) discrimination and prejudice faced by the ethnic group, (6) aspirations and goals of the group, (7) social, economic, political, and cultural conditions and processes, (8) positive and negative contributions of the group, (9) individual contributions, (10) ethnic experiences in rural and urban areas, (11) representation of the ethnic group in different walks of life worthy of emulation, (12) the question of acculturation versus pluralism, and (13) current developments towards pluralism or assimilation. *30 pp. EDRS price: MF $0.83, HC $2.06; plus postage.*

47. **Multicultural Education: A Functional Bibliography for Teachers**, edited by Milton J. Gold and Carl A. Grant (1977). ED 143 563.

Center for Urban Education
University of Nebraska at Omaha
Omaha, Nebraska 68110

The selective annotated bibliography lists more than 200 materials for teaching ethnic and multicultural studies in grades K–12. All the materials listed were published after the mid-1960s. Special consideration was given to materials that emphasize group values, social institutions, the community, and work. The materials are arranged in twelve categories, of which ten are organized around specific ethnic groups (black Americans, Chinese and other Asian Americans, East-European Americans, Italian Americans, Japanese Americans, Jewish Americans, Mexican Americans, Native Americans, North-European Americans, and Puerto Rican Americans). The other two categories are more general, containing materials dealing with prejudice and discrimination and with explicit multiethnic, multicultural themes. Each entry is coded to indicate type of materials and appropriate audience. Student resources are defined by reading and conceptual levels; teacher resources are defined by intent of the material; curriculum materials are defined by grade level. Each entry also provides information about author, title, publisher, and date, as well as a critical annotation. *46 pp. EDRS price: MF $0.83, HC $2.06; plus postage.* Also available from Center for Urban Education. *Paperbound; $0.75.*

48. **Multicultural Education and Asian Americans**, by Russell Endo (1975). ED 113 277.

This paper, originally presented at the annual meeting of the Western Association of Asian Studies in Boulder, Colorado, in October 1975, discusses areas of needed reform in teaching Asian culture and offers resources and bibliographies for use in existing curriculum programs. The author emphasizes that materials on Asian Americans need to be incorporated into school curricula in order to (1) counter inaccurate or derogatory prejudices and behaviors, (2) counter the inaccurate, incomplete, and stereotypical materials characteristic of many school curricula, and (3) remedy the general lack of good materials by presenting accurate and balanced information about Asian-American history, culture, and contributions. The major portion of the paper consists of a list of resource persons and organizations, teaching guides, bibliographies, books, and audiovisual materials. Also provided is a list of children's books with information about grade levels, authors, and publishers. *26 pp. EDRS price: MF $0.83, HC $2.06; plus postage.*

49. **Multi-Ethnic Books for Young Children: An Annotated Bibliography for Parents and Teachers**, compiled by Louise Griffin (1970). ED 046 519.

ERIC Clearinghouse on Early Childhood Education
Urbana, Illinois
and
National Association for the Education of Young Children
1824 Connecticut Avenue, Northwest
Washington, D.C. 20009

This annotated bibliography lists books now available for elementary-school children who are neither white nor middle class. Teachers and parents will find the bibliography easy to use because the entries are grouped according to focus on race, national background, ethnic group, and life style under the following section headings: American Indians and Eskimos, Appalachia and the Southern Mountains, Afro Americans, Hawaii and the Philippines, Latin-American derivation, Asian derivation, Jewish derivation, European derivation, and multiethnic books that accent diversity. Books in other languages are included, and a suggested age range is given for each book. A list of books for parents and teachers and a directory of publishers are included. *77 pp. EDRS price: MF $0.83 plus postage.* Hard copy not available from EDRS. Order from National Association for the Education of Young Children. *$2.00.*

50. Multi-Ethnic Literature: An Annotated Bibliography on European Ethnic Group Life in America, by Babette F. Inglehart and Anthony R. Mangione (1974). ED 091 701.

American Jewish Committee
Institute of Human Relations
New York, New York

This annotated bibliography of materials on white ethnic studies was designed to help teachers of English and social sciences in high schools and colleges improve the self-images of students who have immigrant parents and grandparents. Most references are concerned primarily with America and the American scene; writers whose primary languages are not English were included only if their works had been translated. Anthologies dealing with the white ethnic experience are listed first, followed by fiction, drama, poetry, biography, history, and criticism dealing with European ethnic groups in America (Dutch, German, Greek, Hungarian, Armenian, Irish, Italian, Jewish, Scandinavian, and Slavic). Out-of-print books are identified, as are those available in paperback. (Some titles no longer in print have been included because of their importance in presenting some aspect of the immigrant experience and their value to researchers and scholars.) A descriptor key is provided for each entry. *62 pp. EDRS price: MF $0.83, HC $3.50; plus postage.*

51. Native American Resources Annotated Bibliography of Print and Non-Print Materials: A Model Program in Multi-Ethnic Heritage Studies (1975). ED 115 645.

Mankato State College
Mankato, Minnesota

This is an annotated bibliography of print and nonprint materials for programs in Native American studies. It is divided into elementary- and secondary-level materials. Each section is arranged alphabetically by subject. Most subject headings in this resource begin with a name of a tribe, nation, or a geographical area. Such general headings as art, captivities, legends, music, fiction, and religion have also been used. *120 pp. EDRS price: MF $0.83, HC $6.01; plus postage.*

52. New Perspectives: A Bibliography of Racial, Ethnic and Feminist Resources, compiled by Elizabeth S. Haller et al. (1977). ED 146 284.

Pennsylvania State Department of Education
Harrisburg, Pennsylvania

This annotated bibliography, which was compiled to help school personnel locate resources for developing effective school programs which support sex equality and ethnic/racial pluralism, is an update of *American Diversity* (1969, 1971) and *Images of Women* (1973). The bibliography is divided into two parts. Part 1 includes entries for the major ethnic and racial groups listed: Asian Americans, black Americans, European ethnic groups, Hispanic Americans, Mexican Americans, Jewish Americans, Native Americans, and Pennsylvania Germans. Part 1 also includes sections on multiethnic materials and on intergroup education resources to provide perspective, background, content and suggested teaching strategies. Part 2 contains entries for women's studies in the following categories; biography, fiction, history, literature and the arts, psychological/sociological interpretation, periodicals, teacher resources, organizations and agencies, and audiovisual media. Grade levels are suggested for all materials. *299 pp. EDRS price: MF $0.83, HC $15.39; plus postage.*

53. New York State Education Department Materials, Programs, Services for Multicultural Education (1977). ED 142 465.

Division of Intercultural Relations in Education
New York State Education Department
Albany, New York

This catalog contains descriptions of elementary and secondary curriculum materials, programs, and services for multicultural education, bilingual education, and art, social studies, music, dance, drama, and literature classes. It is intended to help teachers in New York motivate students to acquire knowledge, understanding, and sensitivity regarding the various ethnic and racial groups which make up our society. Various ethnic groups are treated, among them blacks, Puerto Ricans, and American Indians. The catalog begins with an annotated bibliography of multimedia materials which lists cassette recordings, 16mm films, filmstrips, slides, and videotapes. Bibliographies, handbooks and guides for teachers, and some student books are cited in the next section, after which a few multicultural education programs are briefly described. The catalog concludes with a listing of various multiethnic services for New York state teachers, including advisory and consultative services and funding, supportive, and research services. *85 pp. EDRS price: MF $0.83, HC $4.67; plus postage.*

54. 1971 Supplement to "American Diversity: A Bibliography of Resources on Racial and Ethnic Minorities

for Pennsylvania Schools," compiled by Elizabeth S. Haller (1971). ED 056 960.

Pennsylvania State Department of Education
Harrisburg, Pennsylvania

This 1971 supplement to *American Diversity* included many new K-12 materials on minorities which had been published since the original bibliography (see entry 25). The original format was used, with entries for major ethnic and racial groups listed alphabetically under the following separate categories: social interpretation, history, biography, the arts (art, drama, music, and literature), fiction, bibliographies and teaching resources, and audiovisual materials. Although the other sections are not subdivided, all titles are keyed to appropriate categories. Addresses are provided for the few publishers not listed in the current *Books in Print*, and appropriate grade levels are indicated by code letters. (See also entry 52.) *74 pp. EDRS price: MF $0.83, HC $3.50; plus postage.*

55. **Oriental-Americans: An Annotated Bibliography,** by Lorna Duphiney. No. 26, ERIC-IRCD Urban Disadvantaged Series (1972). ED 060 136.

ERIC Clearinghouse on the Urban Disadvantaged
Columbia University
New York, New York

This bibliography is another in a continuing series of ERIC/IRCD publications intended to retrieve references to recent journal articles, addresses, books, and project reports focusing on the social, political, and educational development of various United States minority groups. Major emphasis is given to material published since 1960 about Japanese Americans and Chinese Americans, since the bulk of the literature on Orientals deals with these two groups. Some of the materials cited can be used with high school students. Other items are most appropriate for college students and teachers. The bibliography's organization reflects the general pattern of the literature, in that articles about social, economic, and educational development are listed first. The entries categorized by geographical location begin with materials that focus on Orientals living in their homelands; next come those that present Oriental/American comparisons; finally, entries are listed that treat Orientals who are living in the United States. Because of the general scarcity of recent literature on these subgroups, some dissertations were included in this bibliography. An effort was made to privide detailed annotations and, where possible, complete abstracts and alternative sources. ED numbers following some items indicate that those references are also available from the ERIC system. *29 pp. EDRS price: MF $0.83, HC $2.06; plus postage.*

56. **Portraits: The Literature of Minorities. An Annotated Bibliography of Literature by and About Four Ethnic Groups in the United States for Grades 7-12** (1970). ED 042 771.

Los Angeles County Schools
Los Angeles, California

Designed to help high school teachers recommend appropriate works to students, this annotated bibliography of works by and about black Americans, North American Indians, Mexican Americans, and Asian Americans provides detailed information about and evaluation of the themes, literary quality, and intellectual and emotional level of materials. Based on standards established by the booklist "We Build Together," the bibliography is organized according to literary types (novels, short stories, poetry, drama, folk tales and legends, biographies, autobiographies, essays, letters, speeches, and anthologies). Every selection is intended to foster the development of better self-concepts in minority-group students and to contribute to a greater understanding on the part of majority-culture students. The availability of paperbound editions is noted. A separate bibliography for teachers and suggestions for thematic units are included. (For supplement, see entry 61.) *79 pp. EDRS price: MF $0.83, HC $4.67; plus postage.*

57. **Portuguese in the United States, The: A Bibliography,** by Leo Pap. Bibliographies and Documents Series (1976). ED 139 727.

Center for Migration Studies
209 Flagg Place
Staten Island, New York 10304

This bibliography is a nearly exhaustive listing of books and articles in American libraries which make some explicit reference to the Portuguese in the United States. The 800 titles listed, all published during the 20th century, are mainly in English or Portuguese, although a few are in German, French, and Spanish. Coverage extends from the discovery of North America, at the turn of the 15th century, to the middle of the 20th century and from New England to Hawaii. Some of the materials can be used at the secondary level; the remainder are appropriate for college-level students or for background reading. The documents include histories, population reports, psychological and physiological research reports, and novels. They are presented alphabetically by author in two main sections: "Portuguese in the United States, Including Hawaii" and "Portuguese in Portugal." In the first section, entries are further divided according to six geographic regions. A seventh subsection lists fictional literature depicting Portuguese immigrants in the United States. Section 2, intended as a supplement to Section 1, contains seven subsections on economic conditions and social welfare; general descriptions of the country; and popular creeds, customs, and language. The document does not list biographies of individual Portuguese Americans or by-laws and reports of Portuguese-American fraternal organizations. *89 pp. EDRS price: MF $0.83 plus postage.* Hard copy not available from EDRS. Order from Center for Migration Studies. Paperbound; *$7.50.*

58. **Reference Books for Elementary and Junior High School Libraries,** second edition, by Carolyn Sue Peterson (1975). ED 110 050.

Scarecrow Press
P.O. Box 656
Metuchen, New Jersey 08840

This annotated bibliography lists reference books for elementary and junior high school libraries. Following brief sample lists of basic reference collections are individual descriptions of encyclopedias, dictionaries, factbooks and yearbooks, indexes, atlases, biographical reference books, and bibliographies. Subject areas, in addition to the humanities, science, and social science, include reference books on ethnic groups in America. Review sources and a directory of publishers are provided, along with author, title, and subject indexes. *321 pp.* Not available from EDRS. Order from Scarecrow Press. *$10.00.*

59. **Selected and Annotated Bibliography of Chicano Studies**, by Charles M. Tatum (1976). ED 144 775.

Society of Spanish and Spanish-American Studies
Department of Languages and Literature
University of Nebraska
Lincoln, Nebraska 68588

Designed to aid teachers who desire to establish or expand courses on Chicanos but lack familiarity with this area, this annotated bibliography cites more than 300 books, monographs, journal articles, magazines, and newspapers pertaining to language instruction, linguistics, literature (drama, novel, poetry, and short story), music, art, the Chicano, folklore, audiovisual materials, and literary criticism. Although the bibliography is intended for college use, some of the materials listed are appropriate for high school students. Materials by Chicano writers who have evaluated and analyzed their own experiences and those of *La Raza* are stressed. In general, the materials were selected on the basis of their potential usefulness and availability. Most of the materials may be obtained directly from the publishers or through libraries; others appeared in popular or professional publications which are readily available. Each entry includes the following information: summary of content, publisher, place and date of publication, pagination, components (index, bibliography, maps, illustrations, photos, etc.), and language (Spanish, English, or bilingual). Entries are numbered consecutively throughout the bibliography. Four "model courses" are suggested in the appendix. *107 pp.* Not available from EDRS. Order from Society of Spanish and Spanish-American Studies. *$4.99.*

60. **The Story That Has Not Been Told**, by Anthony R. Mangione (1973). ED 088 088

Originally presented at the 63rd Annual Meeting of the National Council of Teachers of English in Philadelphia, November 22–24, 1973, this annotated bibliography was designed to help teachers of English and social studies improve the self-images of pupils with immigrant parents and grandparents and to nurture mutual understanding of cultural and ethnic diversities. Although every major white ethnic group in the United States is represented in the booklet, with few exceptions only works originally written in English have been included. Fiction and nonfiction titles by and about ethnic Americans form the bulk of the references. The entries are listed under 13 headings: immigrant experiences (nonfiction), ethnic literature (anthologies), and the literature of 11 specific ethnic groups. The availability of each book, in both hardbound and paperbound editions, is indicated. *31 pp. EDRS price: MF $0.83, HC $2.06; plus postage.*

61. **Supplement to "Portraits: The Literature of Minorities"** (1972). ED 065 887.

Los Angeles County Schools
Los Angeles, California

This supplement to *Portraits: The Literature of Minorities* (see entry 56) provides an annotated bibliography of literature by and about black Americans, Mexican Americans, North American Indians, and Asian Americans. The bibliography is designed as an aid to teachers and librarians in recommending books to students in grades 7–12. The titles are grouped under the headings of fiction, poetry, prose, nonfiction, anthologies, and background materials for teachers. The ethnic experience is central to all titles. The bibliography also provides information about publisher, copyright date, availability of paperback editions, and price for each entry. An index of titles and authors is provided, as is a form for evaluating the supplement. *71 pp. EDRS price: MF $0.83, HC $3.50; plus postage.*

Journal Articles

62. **"Books About Irish-Americans, Italian-Americans, and Polish-Americans From *The Image of Pluralism in American Literature*: An Annotated Bibliography on the American Experience of European Ethnic Groups,"** by Babette F. Inglehart and Anthony R. Mangione. *Social Education* 40, no. 2 (February 1976), pp. 81–87.

This excerpted bibliography presents literature entries which deal with the Irish-, Italian-, and Polish-American experiences. Materials are appropriate for secondary and college students. The genres of fiction, drama, biography, history, poetry, and criticism are represented. All entries are annotated, and each includes publication facts.

63. **"Library Materials for Vietnamese in the United States,"** compiled by the American Library Association's Ad Hoc Committee on Library Service to Vietnamese Refugees. *Booklist* 72 (May 1, 1976), p. 1248.

Sources of children's materials, library materials for adults, and scholarly bibliographies for Vietnamese in the United States are cited in this article.

64. **"Literature on the White Ethnic Experience,"** by Anthony R. Mangione. *English Journal* 63, no. 1 (January 1974), pp. 42–51.

This annotated bibliography cites print materials by and about white ethnic groups. The list was prepared to help teachers of English and social studies in secondary schools and colleges improve the self-images of pupils who have immigrant parents and grandparents. Most of the entries

deal with the immigrant experiences of one or more of ten ethnic groups: Armenian Americans, Dutch Americans, German Americans, Greek Americans, Hungarian Americans, Irish Americans, Italian Americans, Jewish Americans, Scandinavian Americans, and Slavic Americans. Also included are anthologies dealing with the white ethnic experience and nonfiction accounts of the immigrant experience.

65. **"The Mexican-American Experience,"** by Ralph Sandoval and Aileen P. Nilsen. *English Journal* 63, no. 1 (January 1974), pp. 61–63.

This annotated bibliography cites a small number of books found useful in secondary school programs of Mexican American studies. Included are fiction, anthologies, nonfiction, and drama.

66. **"Multiethnic Media,"** by David Cohen. *School Library Journal*, April 15, 1973, pp. 32–38.

This is a three-part listing of currently available bibliographies covering the multiethnic media. The ethnic groups treated are black Americans, Mexican Americans, Chinese Americans, Asian Americans, Puerto Rican Americans, American Indians, Eskimos, and Latin Americans. Also included are bibliographic essays with criteria for selection, bibliographies listing material for children and young adults, and sources of information about new materials.

67. **"Multimedia Materials on Ethnic Studies: A Selective Bibliography,"** by Serene Onesto and Babette F. Inglehart. *Illinois Schools Journal* 56, no. 3 (February 1975), pp. 54–58.

This bibliography lists elementary and secondary multimedia materials for multiethnic studies. The materials cited can be used in social studies and English classes.

68. **"Native American Bibliography."** *Journal of Open Education* 2, no. 2 (Winter 1974), pp. 72–78.

This annotated bibliography of contemporary books approved by Native Americans currently studying their native history and culture and current Indian affairs has been provided by people involved in education and programs of Indian self-determination. The books cited can be used at the secondary and college levels. Also cited are teacher reference materials.

69. **"Recent and Forthcoming Asian American Resources Bibliography,"** by Raymond Lum. *Bridge* 4, no. 5 (November 1976), pp. 45–49.

This annotated bibliography cites both works devoted solely to Asian Americans and works which include references to Asian Americans. Conference papers, bibliographies, directories, studies, readings, and stories are included. Many of the items are appropriate for secondary students.

70. **"Resources on Ethnicity: A Critical Appraisal,"** by Charles C. Irby. *California Journal of Teacher Education* 1, no. 4 (November 1973), pp. 75–95.

This annotated bibliography is designed to provide teachers with access to materials on ethnicity in California and the United States.

71. **"Teaching German-Americans,"** by Don Heinrich Tolzmann. *Unterrichtspraxis* 9, no. 2 (February 1976), pp. 14–18.

This article describes a university course entitled "The German-Americans," which attempted to study and evaluate German culture in the United States. Lecture topics and term-paper theses are listed, and a selected annotated bibliography of German-American culture is included. Although intended for college students, some of the materials could also be used at the senior-high level.

72. **"Your Life? Ethnic Experience on Film,"** by Miriam Kotzin. *Media and Methods* 9, no. 4 (December 1972), pp. 33–35.

This article cites 16mm films dealing with ethnic experiences which can be used in the secondary grades. Included are films on Jewish Americans, American Indians, black Americans, and Latin Americans.

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CANADIAN AMERICANS	33	33	33	33		
CENTRAL AND WESTERN EUROPEAN AMERICANS	2,52	2	2,52	2	52	
Austrian Americans	41	41	41	41		
Basques	29,39	29,39	29,39	29,39	29	29
Cajun Americans	41	41	41	41		
Cape Verdean Americans	29,33	29,33	29,33	29,33	29	29
Dutch Americans	33,41,47	33,41	12,13,32, 33,41,47, 50,60,64	33,41	13,32, 50,64	
French Americans	11,25,27, 29,33,41, 54	11,29,33, 41	4,11,25, 27,29,32, 33,41,54	11,29,33, 41	4,11, 25,29, 32,54	11,29

	Elementary		Secondary		College	
	Print	Nonprint	Print	Nonprint	Print	Nonprint
French-Canadian Americans	29,41	29,41	29,41	29,41	29	29
German Americans	11,25,29, 33,40,41, 47,52,54	11,29,33, 40,41	4,11,12, 13,25,29, 32,33,34, 40,41,46, 47,50,52, 54,60,64, 71	11,29,33, 40,41	4,11, 25,29, 32,34, 46,50, 52,54, 64,71	11,29
Italian Americans	11,17,25, 29,33,47, 54	11,17,29, 33	4,6,11, 12,13,17, 25,29,32, 33,34,45, 46,47,50, 54,60,62, 64	11,17,29, 33	4,6,11, 25,29, 32,34, 46,50, 54,62, 64	11,29
Portuguese Americans	29,30,33	29,30,33	4,6,29, 30,33,57	29,30,33	4,6, 29,57	29
Spanish Americans	8,29,33, 41	8,29,33, 41	4,8,29, 33,41	8,29,33, 41	4,29	29
Swiss Americans	8,33	8,33	4,8,12, 32,33	8,33	4,32	
EASTERN EUROPEAN AMERICANS						
Bulgarian Americans	29	29	29	29	29	29
Croatian Americans	41	41	12,41	41		
Czech Americans	25,29,33 41,47,54	29,33,41	12,25,29, 31,33,41, 47,54	29,33,41	25,29, 31,54	29
Hungarian Americans	25,29,33, 41,47,54	29,33,41	4,12,13, 25,29,32, 33,41,47, 50,54,60, 64	29,33,41	4,25, 29,32, 50,54, 64	29
Latvian Americans	25,29,33, 41,47,54	29,33,41	25,29,33, 41,47,54	29,33,41	25,29, 54	29
Lithuanian Americans	25,33,54	33	12,25,32, 33,54	33	25,32, 54	
Polish Americans	11,25,29, 33,41,47, 54	11,29,33, 41	4,11,12, 13,25,29, 32,33,34,	11,29,33, 41	4,11, 25,29, 32,34,	11,29

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	Print	Nonprint	Print	Nonprint	Print	Nonprint
Polish Americans Continued			41,45,46, 47,54,62		46,54, 62	
Rumanian Americans	33	33	12,33	33		
Russian Americans	25,29,33, 41,47,54	29,33,41	12,25,29, 33,41,47, 54	29,33,41	25,29, 54	29
Slavic Americans	8,29,47	8,29	4,8,13, 29,47,50, 64	8,29	4,29, 50,64	29
Ukrainian Americans	8,29,41	8,29,41	4,8,12, 29,41	8,29,41	4,29	29
Yugoslavian Americans	8,29,41, 47	8,29,41	8,12,29, 41,47	8,29,41	29	29
ESTONIAN AMERICANS	29,33	29,33	12,29,33	29,33	29	29
IRISH AMERICANS	11,25,29, 33,40,41, 47,54	11,29,33, 40,41	4,11,12, 13,25,29, 32,33,34, 40,41,47, 50,54,60, 62,64	11,29,33, 40,41	4,11, 25,29, 32,34, 50,54, 62,64	11,29
JEWISH AMERICANS	1,2,11,17, 25,26,27, 29,30,33, 37,40,41, 47,49,54	2,11,17, 29,30,33, 37,40,41	1,2,11, 12,13,17, 22,25,26, 27,29,30, 32,33,34, 37,38,40, 41,45,47, 50,54,60, 64	2,11,17, 22,29,30, 33,37,40, 41,72	11,25, 29,30, 32,34, 50,54, 64	
LATIN AMERICANS AND CARIBBEAN AMERICANS	41	41	41	41		
Cuban Americans	11,29	11,29	11,29	11,29	11,29	11,29
Latin Americans	2,11,16, 29,41,49, 66	2,11,29, 41,66	2,11,16, 29,41,66	2,11,29, 41,66,72	11,16, 29	11,29
Puerto Rican Americans	2,11,17, 25,27,29, 30,41,47, 53,54,66	2,11,17, 29,30,41, 53,66	2,4,11, 12,17,25, 27,29,30, 32,34,41,	2,11,17, 29,30,41, 53,66	4,11, 25,29 32,34, 54	11,29

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Puerto Rican Americans Continued			47,53,54, 66			
Trinidadian Americans	33	33	33	33		
MEDITERRANEAN AMERICANS						
Albanian Americans	33	33	33	33		
Arab Americans	11,29,33, 41	11,29,33, 41	11,12,29, 33,41	11,29,33, 41	11,29	11,29
Armenian Americans	29,33,41	29,33,41	13,29,33, 41,50,60, 64	29,33,41	13,29, 50,64	29
Greek Americans	25,29,33, 41,54	29,33,41	4,6,12, 13,25,29, 32,33,34, 41,50,54, 60,64	29,33,41	4,6,25, 29,32, 34,50, 54,64	29
Iranian Americans	41	41	41	41		
Lebanese Americans	29,33,41	29,33,41	29,33,41	29,33,41	29	29
Syrian Americans	33,41	33,41	33,41	33,41		
Turkish Americans	29,33	29,33	29,33	29,33	29	29
MEXICAN AMERICANS	1,2,10,11, 17,24,25, 27,28,29, 30,35,40, 41,42,43, 47,54,66	2,11,17, 28,29,30, 35,40,41, 42,43,66	1,2,4,10, 11,17,23, 24,25,27, 28,29,30, 34,35,36, 40,41,42, 43,44,45, 47,54,56, 59,60,61, 65,66	2,11,17, 23,28,29, 30,35,36, 40,41,42, 43,59,66	4,11, 15,23, 25,29, 34,36, 44,54, 59	11,23,29, 36,59
MULTIETHNIC	8,11,16, 25,28,29, 30,33,40, 41,47,49, 52,54,58, 66,70	8,11,28, 29,30,33, 40,41,66, 67	4,8,11, 16,25,28, 29,30,33, 34,40,41, 46,47,50, 52,54,58, 60,64,66, 70	8,11,28, 29,30,33, 40,41,66, 67	4,11, 16,25, 29,34, 46,50, 52,54, 64	11,29

	Elementary		Secondary		College	
	Print	Nonprint	Print	Nonprint	Print	Nonprint
NATIVE AMERICANS American Indians	1,2,10, 11,16,17, 19,24,25, 27,28,29, 30,33,35, 39,41,47, 49,51,52, 53,54,66	2,11,17, 19,28,29, 30,33,35, 39,41,51, 53,66	1,2,5,10, 11,12,14, 16,17,19, 20,23,24, 25,27,28, 29,30,33, 34,35,36, 39,41,45, 47,51,52, 53,54,56, 61,66,68	2,11,17,19, 23,28,29, 30,33,35, 36,39,41, 51,53,66, 72	5,11, 15,16, 19,20, 23,25, 29,34, 36,52, 54,68	11,19,23, 29,36
Eskimo Americans	2,9,11, 17,24,29, 41,66	2,9,11,17, 29,41,66	2,9,11, 17,24,29, 41,66	2,9,11,17, 29,41,66	11,29	11,29
RELIGIOUS GROUPS IN AMERICA Amish	27,41	41	27,41	41		
Catholics	41	41	41	41		
Eastern Religions: Buddhists, Confucianists, Hindus, Moslems, Parsis, Shintoists	41	41	41	41		
Hutterites	41	41	41	41		
Lutherans	41	41	41	41		
Mormons	25,41,54	41	25,41,54	41	25,54	
Protestants	41	41	41	41		
Quakers	25,27,41, 54	41	25,27,41, 54	41	25,54	
Shakers	27		27			
SCANDINAVIAN AMERICANS	25,29,54	29	13,25,29, 50,54,60, 64	29	25,29, 50,54 64	29
Danish Americans	29,41	29,41	12,29,41	29,41	29	29
Finnish Americans	25,27,29,	29,33,41	4,12,25,	29,33,41	4,25,	29

	Elementary		Secondary		College	
	Print	Nonprint	Print	Nonprint	Print	Nonprint
Finnish Americans Continued	33,41,47, 54		27,29,32, 33,41,47, 54		29,32, 54	
Icelandic Americans	29,41	29,41	29,41	29,41	29	29
Norwegian Americans	29,33,40, 41,47	29,33,40, 41	4,12,29, 32,33,34, 40,41.46, 47	29,33,40, 41	4,29, 32,34, 46	29
Swedish Americans	8,25,29, 33,40,41, 54	8,29,33, 40,41	4,8,12, 25,29,32, 33,40,41, 46,54	8,29,33, 40,41	4,25, 29,32, 46,54	29

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